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FOR ELEMENTARY SCHOOLS

Program of Studies

Curriculum

Alberta EDUCATION

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PROGRAM OF STUDIES
FOR
ELEMENTARY SCHOOLS

September 1982

Program of Studies

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HEALTH

PHYSICAL EDUCATION

FRENCH AS A SECOND LANGUAGE

INTRODUCTION

This program is designed to serve the needs of the majority of students in six years, regardless of the language of instruction, in the age groups for which it was developed. The program will, however, require some modification to assist exceptional students to achieve in accordance with their potential. Exceptional children include gifted and talented, learning disabled, trainable mentally handicapped, educable mentally handicapped, dependent handicapped, hearing impaired and visually impaired students.

Enrichment activities for gifted and talented students are encouraged. Community resources such as libraries, museums, cultural programs and other community events should complement school strategies for enrichment. Curriculum guides should list appropriate enrichment activities for academically gifted children.

Learning disabled children require special instruction to compensate for their particular difficulties.

Special programs for the education of the educable mentally handicapped, trainable mentally handicapped, dependent handicapped, and visually impaired have now been developed. The last of these programs, for the hearing impaired, will be available for the 1982-83 school year.

Appropriate resources and methods are required to maximize learning opportunities for exceptional students. These have been developed to meet a variety of special needs. Bibliographies, reference materials, handbooks and consultative services are available through the Regional Offices of Alberta Education.

School staffs are expected to adjust the program where possible to meet individual student needs.

I. THE GOALS OF BASIC EDUCATION FOR ALBERTA

Goals are statements which indicate what is to be achieved or worked toward. In relation to basic education, goals serve several functions:

(1) They identify the distinctive role of the school and its contribution to the total education of youth;
(2) They provide purpose and direction to curriculum planning, implementation and evaluation;
(3) They enable parents, teachers and the community at large to develop a common understanding of what the schools are trying to achieve.

Society must periodically re-examine the goals of its schools. Changes in emphasis and minor adjustment of the basic goals may be required from time to time to keep pace with social change.

This statement of goals is to direct education for grades 1 through 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades shall be developed.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specified period. There is, of course, a very close relationship between schooling and education — the learning which occurs in school influences and is influenced by what is learned outside the school.

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught, and evaluated on the basis of these specific goals in order that students will be provided with the opportunities and means to:

— Develop competencies in reading, writing, speaking, listening and viewing.
— Acquire basic knowledge and develop skills and attitudes suitable for the appropriate application of knowledge in mathematics, the practical and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national, and international emphases in each.
— Develop the learning skills of finding, organizing, analyzing, and applying information in a constructive and objective manner.
— Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental, and social well-being.
— Develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels.
— Acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student capabilities and motivation as well as on support from the home and the community. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various institutions affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will encourage the development of:

— intellectual curiosity and a desire for lifelong learning.
— the ability to get along with people of varying backgrounds, beliefs and lifestyles without sacrificing personal ideals and values.
— a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.
— self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.
— an appreciation for tradition and the ability to understand and respond constructively to change as it occurs in personal life and in society.
— skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavors.
— an appreciation for the role of the family in society.
— an interest in cultural and recreational pursuits.
— a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment.
— a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play, and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfill personal aspirations while making a positive contribution to society.

II. PURPOSE OF THE ELEMENTARY SCHOOL

The public school curriculum for Alberta is based on a three-level organization for the 12 grades leading to graduation. The three levels are elementary, junior high and senior high. Of these the elementary school probably has the greatest impact on the child since it occurs during the early stage of development. This is a time when children learn rapidly, when they may be characterized as eager and curious. In the elementary school begins the task of formalizing a child's learning experiences. Here the foundation is laid for later learning.

All three levels of schooling have a common purpose in that they share responsibility for achieving the goals of schooling and education. At the same time, the mission of each school level differs from the other two in terms of the emphasis given the various goals as well as in the program selected to achieve that mission.

For this reason the purpose of elementary schooling can be considered unique. It consists of providing opportunities for students to:

- develop an appreciation for learning,
- acquire fundamental learning skills which will enable them to progress to more difficult learnings,
- acquire requisite knowledge in the physical, intellectual, and personal functioning areas,
- acquire the requisite social skills which will enable them to function effectively both in school and in the community,
- develop certain desirable attitudes and commitments towards themselves, their peers and the world as they know it. The relationship between these attitudes and personal characteristics is explained in the next section.

These five statements constitute the mission or purpose of the elementary school.

III. DEVELOPING DESIRABLE PERSONAL CHARACTERISTICS

Children inhabit schools for a significant portion of their lives. Each day, in their relationships with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but rather the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g. God). Moral/ethical characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

1. Ethical/Moral Characteristics

Respectful	— has respect for the opinions and rights of others, and for property.
Responsible	— accepts responsibility for own actions. Discharges duties in a satisfactory manner.
Fair/just	— behaves in an open, consistent and equitable manner.
Tolerant	— is sensitive to other points of view, but able to reject extreme or unethical positions, free from undue bias and prejudice.
Honest	— is truthful, sincere, possessing integrity, free from fraud or deception.
Kind	— is generous, compassionate, understanding, considerate.
Forgiving	— is conciliatory, excusing; ceases to feel resentment toward someone.
Committed to democratic ideals	— displays behavior consistent with the principles inherent in the social, legal and political institutions of this country.
Loyal	— is dependable, faithful, devoted to friends, family and country.

2. Intellectual Characteristics

Open-minded	— delays judgements until evidence is considered and listens to other points of view.
Thinks critically	— analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
Intellectually curious	— is inquisitive, inventive, self-initiated, searches for knowledge.
Creative	— expresses self in an original but constructive manner; seeks new solutions to problems and issues.
Pursues excellence	— has internalized the need for doing his/her best in every field of endeavour.
Appreciative	— recognizes aesthetic values. Appreciates intellectual accomplishments and the power of human strivings.

3. Social/Personal Characteristics

Cooperative	— works with others to achieve common aims.
Accepting	— is willing to accept others as equals.
Conserving	— behaves responsibly toward the environment and the resources therein.
Industrious	— applies himself diligently, without supervision.
Possesses a strong sense of self worth	— is confident and self-reliant, believes in own ability and worth.
Persevering	— pursues goals in spite of obstacles.
Prompt	— is punctual; completes assigned tasks on time.
Neat	— organizes work in an orderly manner, pays attention to personal appearance.
Attentive	— is alert and observant; listens carefully.
Unselfish	— is charitable, dedicated to humanitarian principles.
Mentally and physically fit	— possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

IV. SUBJECT-TIME ALLOCATION

The decision to recommend minimum times for the various subjects or parts of the program has been made for a number of reasons, including:

1. time guidelines provide some indication of the importance to be attached to the various components of the Elementary School Program;
2. the recommended times provide a frame of reference for curriculum developers;
3. they provide guidelines for teachers and principals in educational planning.

In recommending times the Curriculum Policies Board has tried to take into account both differing school philosophies and the need to give structure to the mandatory aspect of the Program of Studies for Elementary Schools. Recommended minimum times do provide the needed flexibility for schools to offer religious instruction or French. At the same time, the provision of "undefined time" category enables schools/teachers to increase time for one or more subjects to reflect an increased importance which they may wish to assign.

The listed times are recommended, not obligatory. But, since they have been arrived at following investigation of prevailing practices in this province, there would appear to be some factual basis for their selection. One would expect that decisions to schedule subjects for less than the minimum recommended times must be well supported.

The recommendations are based on a 1500-minute school week, and are in the form of minutes per week rather than minutes per day. For schools in which the instructional week differs from 1500 minutes percentages are also given.

The Fine Arts, and also Health and Physical Education, have been blocked together to enable principals and teachers to make educational decisions that incorporate information about staff abilities and school facilities.

The separation of the elementary grades into two sections, grades 1-2 and grades 3-6, should not be interpreted as a restructuring of the traditional grade 1-3, 4-6 arrangement. It is merely a convenient way of reporting the suggested minimum times.

Grades 1 and 2

Subject	Percentage	Minutes
Language Arts	35%	525
Mathematics	13%	200
Science	5%	75
Social Studies	7%	100
Fine Arts (Art and Music)	10%	150
Health and Physical Education	10%	150
Undefined	20%	300

Grades 3 - 6 Inclusive

Subject	Percentage	Minutes
Language Arts	30%	450
Mathematics	13%	200
Science	7%	100
Social Studies	10%	150
Fine Arts (Art and Music)	10%	150
Health and Physical Education	10%	150
Undefined	20%	300

SPECIAL NOTE I:

These minimums apply to those schools where religious education and/or second language instruction is offered. It is anticipated that the amount of time available for religious instruction and/or second language instruction will be drawn from the undefined time.

SPECIAL NOTE II:

Where the language of instruction is other than English, the above times also apply.

SPECIAL NOTE III:

Where French is the language of instruction the Regulations require 300 minutes of English per week. For schools offering instruction in languages other than French or English, the maximum instructional time in the target language is 50% of the school day.

If these schools choose to offer religious instruction as well as instruction in a language other than English, the time for optional subjects will be extremely limited.

RELIGIOUS INSTRUCTION

There are two sections in **The School Act** which have to do with religious instruction. They are reproduced here for the information of teachers and administrators.

SECTION 160. A board may

(a) prescribe religious exercises for pupils in its schools, and
(b) permit religious instruction for pupils in a school.

(R.S.A. 1970, c. 329, s. 160)

SECTION 163

(1) Upon receipt by a teacher of a written statement signed by a parent requesting that a pupil be excluded from religious or patriotic exercises or instruction, or both, the pupil shall be permitted to leave the classroom or may be permitted to remain without taking part.

(2) No teacher, trustee, inspector or superintendent, shall attempt in any way to deprive a pupil who attends a school in which religious instruction is given and who does not take part in that instruction, of any advantage that he might derive from the ordinary education given in the school.

(3) Any attempt under subsection (2) on the part of a teacher, trustee, inspector or superintendent, shall be held to be a disqualification for and voidance of the position or office held by him.

(R.S.A. 1970, c. 329, s. 163)

LANGUAGE ARTS

A. PROGRAM RATIONALE AND PHILOSOPHY, GRADES 1 - 12

Certain fundamental principles relating to the nature of language, to children's development and to language learning have provided the theoretical framework for the development of the language arts program. Commitment to the program by teachers must be based on knowledge of what those principles are and on an understanding of what they mean in guiding the language process in school. The following then, are the principles and resulting implications which provide the major thrusts for the language arts program.

A language arts program should emphasize lifelong applications of language arts skills.

- Development of language arts skills is integrally related to success in one's further education, career and social life.
- Discriminating enjoyment of literature, live theatre, public speaking, films and other mass media can lead to an enriched use of leisure time.

Language use reflects the inter-relatedness of the processes of listening, speaking, reading, writing and viewing.

- A language arts program which provides for a balanced approach must be based on the integrative nature of all aspects of receptive and expressive language skills.
- Language instruction should involve students in activities which focus on the unique contribution of the language skills when used separately and together.
- Classroom activities should incorporate experiences which reflect meaningful uses of language and provide for relating skills and content.
- A balanced program promotes the affective and psychomotor development of students as well as the cognitive dimensions of growth.

Language is used to communicate understandings, ideas and feelings, to assist social and personal development and to mediate thought processes.

- Students need opportunities to gain competence in using language in a range of functions and in a variety of contexts.
- Students should use language to explore their own feelings and their relations with others.
- The school should help students extend their thinking skills and add meaning to their experiences.
- Language learning activities provided in the classroom should be organized for a balance which allows for a communication of understandings, ideas and feelings; social and personal development; and mediation of thought processes.

Language functions throughout the entire curriculum.

- The application of language skills is necessary for successful achievement in all subject areas.
- Teachers in all subjects must assume responsibility for appropriate application of communication skills as they relate to their particular areas.

In the early years, the child's thinking and language ability develop in his own dialect.

- Initial learning experiences fostered by the school must be based on the acceptance and use of the oral language that young children bring to school.
- The acquisition of receptive and productive control of school language (standard English) is preceded by the goal of facilitating initial learning in children's own dialects.

In the high school years, more emphasis should be placed on the recognition of quality and flexibility in the use of language.

- Students should become increasingly discriminating in their evaluation of communications in a variety of modes.
- Students should communicate with increasing maturity, logic and clarity.

Language variation is an integral part of language use.

- Teachers must accept and respect the unique language of each student and provide for language growth in a classroom environment characterized by mutual respect, acceptance and trust.
- The role of the school includes helping students to recognize, appreciate and respect language differences.

- The acquisition of standard dialect should occur within a framework which provides opportunities for students to hear and practise appropriate language forms in a variety of language situations.

Experience and language are closely interwoven in all learning situations. On the one hand, experiences expand students' language by providing them with new meanings and by modifying and enlarging previously acquired ones. On the other hand, as students gain in their ability to understand and use language, they can enter into, comprehend and react to a variety of experiences.

- Students must be given opportunities to enlarge their experiences, including direct experiences and those obtained vicariously through listening, reading and viewing.
- Students must be given help in finding and using language to clarify and organize their thinking and feeling about their experiences.
- As students develop concepts and understandings there should be a continuous building from concrete experiences and discovery towards more abstract study and learning.

Language expansion occurs primarily through active involvement in language situations.

- School experiences must maintain the link between the learner and what is to be learned through activities which encourage student participation.
- Students should be given opportunities to participate in experiences which require use of language in increasingly differentiated contexts.

Through talk the students learn to organize their environment, interpret their experiences and communicate with others. As they mature they continue to use talk for these purposes as well as to check their understandings against those of others and to build up an objective view of reality.

- At all levels of schooling classes should be organized so that there are opportunities for teachers and students to interact through the medium of talk.
- The recognition of talk as a significant vehicle for learning must consider the processes involved in understanding meaning conveyed by others as well as the student's own expression of meaning.
- Experiences are enriched when they are shared through conversation and discussion.

Through writing the student can learn to clarify thought, emotion and experience, and to share ideas, emotions and experiences with others.

- Writing affords an opportunity for careful organization of one's picture of reality.
- Through writing students can be encouraged to develop the precision, clarity and imagination demanded for effective communication.
- Through writing students can become sensitive to different purposes and audiences in communication.

Various mass media have their own characteristic ways of presenting ideas.

- To discern the nature and value of ideas presented through mass media requires a knowledge of the language proper to a particular medium.
- The school must help students develop a mass media literacy through an intelligent exploration of how ideas are conveyed and through discriminative reaction and personal use of media.

Literature is an integral part of language learning.

- Students should have many opportunities to experience and respond to literature at all stages of their development.
- Access to a wide variety of literary material is essential to a balanced comprehensive literature program.

B. GOALS AND OBJECTIVES

Goals of Language Arts For Grades 1-12

Language is a social behavior. Therefore, the language arts program should provide opportunities for students to experience language in functional, artistic and pleasureful situations with the aim:

- to develop an awareness of and interest in how language works;
- to develop an understanding and appreciation of a wide range of language use;
- to develop flexibility in using language for a variety of purposes.

General Language Arts Objectives For Grades 1-12

The program objectives of the language arts for grades 1-12 arise out of the GOALS FOR BASIC EDUCATION and the goals for the language arts program for grades 1-12. Although the objectives are applicable at all levels, the emphases may vary from level to level or from grade to grade. Through developing skills in listening, speaking, reading, viewing, writing and other related language abilities the program should assist students to grow in their knowledge of language, to appreciate its value in their lives and to use it well. Accordingly, the program should provide opportunities for students to develop their understanding and apply their knowledge in the following dimensions of language:

- Production and reception of sounds and printed words

  This objective refers to the ability of students to hear and produce the sounds in words and to recognize and write words. It represents the phonics component of the objectives. Together with the next objective, it suggests that relationships between sounds and printed sentences are made in the context of the full meaning of individual sentences and larger pieces of writing. These two objectives underscore the need for developing in students a "sense" or a "feeling" for what sentences and stories are.

- Relationships between the flow of words in speech and the arrangement of words on the printed page

  This objective deals with the development by students of an ability to recognize that lines of print are given meaning by the reader or the listener as well as that pitch, pause and juncture in speech are related to the ways words are arranged and punctuated in print. In addition, there is an important implication here that writing and reading are skills to be dealt with together — to be integrated.

- Use of language to talk about language

  This objective is concerned with the introduction and extension of a useful vocabulary that will enable students to discuss their own writing and the writing of others. In elementary grades, for example, words like "sentence", "period", and "capital letter" are useful. In secondary grades, terms such as "subject", "agreement", "image", "symbol" and "metaphor" are appropriate. The emphasis here is on the immediate and continuing usefulness of such terms in classroom discussions of language.

- Order and form of words as signals to meaning

  This objective refers to the study of syntax and emphasizes the importance of the English language cueing system in learning to write and read. It points out that the positions of words in sentences signal meaning. For example, the word "the" is always followed by a noun. Our usual sentence arrangement is "subject—verb—object." Word endings such as "-ly", "-ing" or "-ed" are, in the context of sentences, cues to meaning.

- Relationship between diversity and subtlety of word meanings and the total meaning of a communication

  This objective deals with semantics, the relationship between meaning and word choice. Activities that promote vocabulary development are appropriate. Word banks, displays of words about the classroom, the development of individual dictionaries, and the use of dictionaries and thesauri are important.

- Relationships between the manner in which ideas are organized and presented and the total meaning of a communication

  This objective refers to style, whether in speech or in written prose and poetry. Literary presentations suit some kinds of ideas; exposition or narration suit others. Some ideas are presented through a combination of these forms. Thus, this objective is concerned with the full, inter-related meaning of the information carried and the feeling expressed in a communication. Meaning and feeling are affected by the style and the organization of the presentation.

- Extension and enrichment of meaning through nonverbal communication

  This objective is concerned with nonverbal communication as it contributes to the meaning of English language utterances. Hence, it includes facial and body movements that accompany speech, as well as pictures, music or other sounds that accompany and extend the meaning of both spoken and written expression.

- Language variation according to audience, purpose, situation, culture and society

  This objective refers to the ways in which communication acts relate to the circumstances in which they are used. It implies that writers, readers, listeners and speakers generate and interpret communication acts on the basis of their own experiences. It suggests also that writers and speakers need audiences, purposes and situations that are clearly de-

fined when, in classroom exercises, they are asked to speak or to write. Objectives 6, 7 and 8 emphasize the crucial importance of knowing how and when to use language appropriately (rather than "correctly"), and suggest that severe social penalties may result from being unable to do so.

- Immediate language variation in sensitive response to audience reaction

  This objective builds on the previous four objectives and underscores the importance of the ability to adjust communication acts in accordance with the reactions of audiences. Thus, students should develop the ability to change the form or tone of a message they are attempting to communicate if audience reaction signals that it is beneficial to their purpose to do so.

- Language is a dynamic system which records, reflects and affects cultures

  This objective emphasizes a number of linguistic factors, among which are these: (1) sensitivity to language change; (2) acknowledgement of the importance of literature to a culture; (3) sensitivity to the ways in which various cultures affect change in the English language; and (4) acknowledgement that the English language and its structures strongly affect and maintain our culture.

- Use of language to explore the environment and ideas of others, to develop new concepts to evaluate what is discovered

  This objective refers to the use of language to find out about the world and those who live in it. As in the other objectives, discussion, reading, writing, viewing and listening are all involved in language as it operates as our basic vehicle for thought. This has relevance to the concept of thought levels and argues that attention be paid to inferential, appreciative and applicational levels of thought and comprehension.

- Role of language in increasing understanding of self and others

  This objective emphasizes the roles of literature, writing and discussion as ways for understanding others and ourselves. It is particularly important to the fulfillment of this objective that writing and discussion be looked upon as ways of organizing and explaining our own thoughts and feelings to ourselves. This objective suggests that various grouping procedures be used to facilitate discussion.

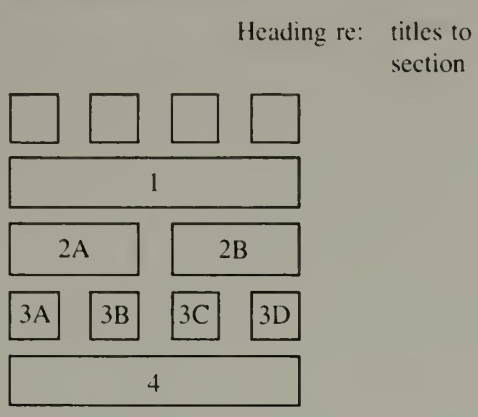
- Use of language to stir imagination, deepen understanding, arouse emotion and give pleasure
- Relationship of language to other forms of artistic expression

  These objectives emphasize the appreciation of artistic, carefully presented written and spoken communication and suggest the study of figurative language and the use of multi-sensory approaches. These objectives recognize the importance of relating form and feeling in all artistic expression. These two objectives stress, as well, the ways in which various artistic forms of expression seek to deal with feelings and values and, in general, with what it is to be a human being.

C. CONTENT

The content and skills of listening/viewing, reading/viewing, speaking and writing are presented on charts on the following pages. It is intended that these provide **clear guidelines for teachers who will adjust them according to the needs of the pupils.**

The charts are blocked as follows:



Block 1: Elements common to the language arts which cut across listening/viewing, reading/viewing, speaking and writing are indicated in Block 1. In this area teachers can plan for integration: a) within the language arts; b) of language arts with subjects such as science and social studies.

Block 2A: Elements common to receptive language (listening/viewing and reading/viewing) are indicated in Block 2A. These are crucial to helping children **receive the ideas.**

Block 2B: Included within Block 2B are common elements of expressive language (speaking and writing) which are crucial to helping children **express their ideas.**

Block 3: Elements specific to listening/viewing, reading/viewing, speaking and writing are indicated in blocks 3A, 3B, 3C, and 3D.

Block 4: This is a reminder to teachers that the skills of listening/viewing, reading/viewing, speaking and writing should be applied in all subject areas.

There are many opportunities for teachers to integrate aspects of oral language (listening and speaking) and written language (reading and writing) that are not included on the charts. For example, listening and speaking skills can be applied in interviewing, storytelling or discussion situations; reading and writing both require the understanding of written language structure, spelling and punctuation.

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS
GRADE ONE

LISTENING & VIEWING

GRADE ONE PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply basic listening and viewing skills
- demonstrate desire to listen and view effectively
- demonstrate growth in thought processes by perceiving and comprehending simple spoken and illustrated:

  descriptions, explanations, comparisons, classifications, sequence (time), expression of feelings, emotions, opinions and preferences, procedures

ELEMENTS COMMON TO RECEPTIVE LANGUAGE:

- demonstrate listening and viewing awareness

  attend to task
  practise listening/viewing courtesy
  respond to speaker
- recognize the need for listening/viewing
- demonstrate an appreciation of rhythm in language
- understand, extend and judge ideas received auditorially and visually:

  find answers to simple questions
  identify details, main ideas, simple sequence
  follow simple directions
  make predictions from simple information
  distinguish real and make-believe
  form sensory images

ELEMENTS SPECIFIC TO LISTENING/VIEWING:

- listen to stories, poems, songs, simple directions, conversations, simple reports and explanations
- listen to/view a variety of simple visual formats (e.g., pictures, overheads, filmstrips)
- discriminate similarities and differences of sounds:

  distinguish characteristics of sounds
  identify initial, medial and final sounds in words
  select rhyming words
- retain and recall information received auditorially:

  recite rhymes
  recall sequence of two or three events
  recall simple directions

READING & VIEWING

GRADE ONE PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply basic pre-reading and viewing skills
- demonstrate desire to read
- demonstrate growth in thought processes by perceiving and comprehending simple print and non-print:

  descriptions, explanations, procedures, comparisons, sequence (time), expression of feelings, emotions, opinions and preferences, classifications

ELEMENTS COMMON TO RECEPTIVE LANGUAGE:

- begin to read silently and view for short periods of time
- work independently and/or cooperatively on reading/viewing activities
- orally read familiar materials with fluency
- show an understanding of non-print visuals (e.g., pictures, labels, logos)
- show an understanding of a basic sight vocabulary
- read simple material with increasing understanding to:

  note details, main idea, sequence
  infer relationships (time, number, space)
- use contextual clues to anticipate and identify words in material suitable to Grade One
- respond to different forms of literature; animal stories, stories about real people, fairy tales, fantasies
- demonstrate ability to locate book parts (cover, title, author, page numbers)

ELEMENTS SPECIFIC TO READING/VIEWING:

- read a variety of written/illustrated materials suitable to Grade One:

  experience charts, paragraphs, stories, poems, directions, picture books, pictures, filmstrips
- discriminate and remember spatial position, figure-ground
- discriminate similarities and differences (e.g., letters, numerals, words)
- understand constancy of form (letters, words)
- associate visual and auditory information, using material suitable to Grade One
- recognize instantly words used frequently in classroom reading materials
- use phonic analysis (initial, medial and final consonants, long and short vowels, initial consonant digraphs, simple phonograms, such as et, on, ack)
- use structural analysis to identify words (e.g., roots, compound words, common affixes)
- locate and recall information in material suitable to Grade One

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS
GRADE ONE

SPEAKING

GRADE ONE PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply speaking skills
- demonstrate desire to speak effectively
- demonstrate delight and pleasure in the sounds of language
- demonstrate growth in thought processes by expressing orally simple:

  descriptions, explanations, procedures, classifications, sequence (time), expression of feelings, emotions, opinions and preferences, comparisons

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- recognize the different purposes for language (e.g., asking questions, story telling, "show and tell", sharing experiences, dramatization)
- speak more fluently about personal experiences
- begin to recognize the importance of accepted social behaviours in oral language situations (conversations, discussions):

  participate without monopolizing
  respect opinion of others
  listen attentively
- demonstrate growth in vocabulary (breadth and depth)
- demonstrate growth in language structure (e.g., adding descriptive words and phrases, using more precise vocabulary)

ELEMENTS SPECIFIC TO SPEAKING:

- communicate orally using the following forms:

  directions, interviews, stories, reports, discussions, instructions, conversations
- use a wide variety of verbal and non-verbal communication skills
- use gestures to convey meaning
- speak clearly at suitable rate
- use appropriate pronunciation, voice quality and control
- use appropriate language structures in a variety of situations
- speak in sentences when appropriate
- use creative dramatization and dialogue

WRITING

GRADE ONE PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply basic pre-writing skills
- demonstrate interest in writing effectively
- demonstrate growth in thought processes by dictating:

  descriptions, classifications, comparisons, procedures, sequence (time), explanations, expression of feelings, emotions, opinions and preferences
- demonstrate growth in thought processes by illustrating/writing own stories, personal experiences, reports of happenings, descriptions

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- recognize need for attentiveness to a writing task
- begin to write about familiar subjects
- begin to develop growth in illustrated expressions
- develop growth in vocabulary
- demonstrate growth in written language by increasing quantity of language
- use more precise vocabulary

ELEMENTS SPECIFIC TO WRITING:

- use the appropriate forms of written language for clear communication:

  illustrated/written experiences
  ideas
  stories
  thank you letters (class composed)
- continue to develop gross motor control
- develop fine motor control, eye-hand coordination, left-right hand movement
- begin to use correct punctuation for clear communication:

  periods, question marks
  commas (between month and year, city and province)
  capital letters (first word of a sentence, names and "I")
- understand manuscript letter forms
- write legibly

LANGUAGE ARTS SKILLS SHOULD BE APPLIED, REINFORCED AND EXTENDED BY TEACHERS OF ALL SUBJECT AREAS.

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS
GRADE TWO

LISTENING & VIEWING

GRADE TWO PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply listening and viewing skills learned in Grade One
- demonstrate desire to listen and view effectively
- demonstrate growth in thought processes by perceiving and comprehending more complex spoken and illustrated:
  - descriptions
  - explanations
  - classifications
  - comparisons
  - procedures
  - hypotheses
  - sequence (time)
  - expression of feelings, emotions, opinions and preferences

ELEMENTS COMMON TO RECEPTIVE LANGUAGE:

- demonstrate listening and viewing awareness:
  - attend to task
  - practise listening/viewing courtesy
  - respond to speaker
- appreciate purposes for listening and viewing:
  - recognize need for listening and viewing
  - modify level of attention to suit purpose
- demonstrate an increasing appreciation of rhythm in language
- show an understanding of a widening listening vocabulary
- show an understanding of a widening range of viewing material
- understand, extend and judge ideas received auditorially and visually:
  - gain information and meaning
  - note details, main ideas, simple sequence
  - identify and respond to elements of literature (e.g. character traits)
  - form sensory images
  - follow directions
  - predict, infer from appropriate content
  - determine relationships, draw conclusions
  - distinguish fact and fancy
  - appraise actions and behaviour of story character

ELEMENTS SPECIFIC TO LISTENING/VIEWING:

- listen to a variety of forms of spoken messages:
  - stories
  - poetry
  - songs
  - simple reports
  - introductions
  - conversations
  - discussions
  - simple directions
  - explanations
- listen to/view a variety of visual formats, (e.g., cartoons, slides, filmstrips, puppetry, plays)
- discriminate similarities and differences of sounds/visuals:
  - recognize consonants, blends, vowels, digraphs
  - recognize structural elements (roots, plurals, compound words, contractions, etc.)
- associate visual and auditory information:
  - recall details
  - recall sequence of three to four events
  - recall complete directions
  - recite simple poems

READING & VIEWING

GRADE TWO PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply reading/viewing skills learned in Grade One
- demonstrate desire to read and to view
- demonstrate growth in thought processes by perceiving and comprehending more complex written and non-print:
  - descriptions
  - explanations
  - procedures
  - classifications
  - sequence (time)
  - expression of feelings, emotions, opinions and preferences
  - comparisons

ELEMENTS COMMON TO RECEPTIVE LANGUAGE:

- read silently and view for greater periods of time
- work independently and/or co-operatively on reading/viewing activities
- understand the role of reader/writer/viewer
- read familiar materials with fluency (both orally and silently)
- show an understanding of a widening sight vocabulary
- read/view increasingly complex material with understanding to:
  - note details, main idea, sequence, traits of characters
  - infer relationships (e.g., time, distance, cause and effect)
  - draw conclusions
  - predict (alternate endings)
- use contextual analysis to anticipate and identify words in increasingly complex material
- respond to different forms of literature (e.g., animal stories, stories about real people, fairy tales, fantasies, autobiographies)
- demonstrate study skills to:
  - locate books parts
  - alphabetize to first letter

ELEMENTS SPECIFIC TO READING/VIEWING:

- read a variety of print and non-print materials suitable to Grade Two:
  - paragraphs
  - stories
  - poetry
  - filmstrips
  - pictures
  - simple graphs/charts
  - reports
  - directions
  - lists
- discriminate and remember spatial position, figure-ground using more complex material
- discriminate similarities and differences using more complex material
- understand constancy of more complex forms
- associate visual and auditory information using more complex material
- recognize instantly words used frequently in classroom materials
- use phonic analysis to identify words (consonant blends, vowel clusters, phonograms)
- use structural analysis to identify words (e.g., contractions, possessives, comparatives)
- locate and recall information in increasingly complex material

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS
GRADE TWO

SPEAKING

GRADE TWO PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply speaking skills learned in Grade One
- demonstrate desire to speak effectively
- demonstrate delight and pleasure in the sounds of language
- demonstrate growth in thought processes by expressing orally more complex:
  - descriptions
  - explanations
  - procedures
  - classifications
  - sequence (time)
  - hypotheses
  - expression of feelings, emotions, opinions and preferences
  - comparisons

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- recognize that appropriate language is important
- understand the role of the speaker/listener
- adjust rate of speaking to specific situations
- speak fluently about familiar subjects
- demonstrate growth in vocabulary (depth and breadth)
- demonstrate growth in language structures (e.g., using more precise vocabulary, adding descriptive words and phrases)

ELEMENTS SPECIFIC TO SPEAKING:

- communicate orally using the following forms:
  - reports
  - directions
  - instructions
  - stories
  - interviews
  - discussions
  - conversations
- use creative dramatization and dialogue
- demonstrate control of verbal and non-verbal communication skills:
  - use appropriate gestures, facial expression and voice quality
  - speak clearly at suitable rate
  - use correct pronunciation
  - practise voice control
- use appropriate language structures in a variety of situations

WRITING

GRADE TWO PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply writing skills learned in Grade One
- demonstrate desire to write effectively
- demonstrate growth in thought processes by expressing in writing more complex:
  - descriptions
  - procedures
  - classifications
  - comparisons
  - sequence (time)
  - expression of feelings, emotions, opinions and preferences
  - explanations

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- show attentiveness to writing task
- recognize the need for precise language
- understand the role of the writer
- write fluently about familiar subjects
- demonstrate growth in vocabulary (depth and breadth)
- demonstrate growth in written language by:
  - increasing quantity of writing
  - using more precise vocabulary
  - adding descriptive words

ELEMENTS SPECIFIC TO WRITING:

- use the appropriate forms of written language for clear communication:
  - stories (with beginning, middle, and end)
  - letters of invitation and thanks
  - lists
  - poems
  - paragraphs (2-4 sentences)
  - instructions (3 step)
  - directions
  - simple charts, graphs and illustrations
- continue to develop fine motor control
- use correct punctuation for clear communication:
  - periods, question marks, commas (between month and year; city and province)
  - capital letters (first word of sentence, names, "Mr.", initials, "I")
- use standard manuscript letter forms
- write legibly
- display increased speed
- use and extend basic spelling vocabulary
- apply knowledge of phonic and structural analysis to written work
- begin to proofread

LANGUAGE ARTS SKILLS SHOULD BE APPLIED, REINFORCED AND EXTENDED BY TEACHERS OF ALL SUBJECT AREAS.

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS
GRADE THREE

LISTENING & VIEWING

GRADE THREE PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply listening and viewing skills learned in Grades One and Two
- demonstrate desire to listen and view effectively
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex spoken and illustrated:
  - descriptions
  - explanations
  - simple summaries
  - procedures
  - classifications
  - comparisons
  - sequence
  - expression of feelings, emotions,
  - opinions and preferences
  - hypotheses

ELEMENTS COMMON TO RECEPTIVE LANGUAGE:

- demonstrate listening and viewing awareness
  - attend to task
  - practise listening/viewing courtesy
  - understand role of audience
- appreciate purposes for listening and viewing
  - recognize need for listening and viewing
  - modify level of attention to suit purpose
- demonstrate an appreciation of rhythm in language
- show greater understanding of a widening listening vocabulary
- understand, extend and judge ideas received auditorially and visually from more complex material:
  - gain information and meaning
  - note details, main ideas, sequence
  - identify and respond to different types and forms of literature and elements of the writers' craft
  - infer relationships
  - determine relationships, draw conclusions
  - predict, infer
  - form sensory images
  - distinguish fact, fiction, opinion, plausibility, exaggeration
  - evaluate ideas from increasingly complex materials
- use contextual analysis to anticipate and identify words (syntactic and semantic cues)

ELEMENTS SPECIFIC TO LISTENING/VIEWING:

- listen to a widening variety of forms of spoken messages:
  - stories
  - poetry
  - songs
  - introductions
  - interviews
  - explanations
  - directions
  - conversations
  - discussions
  - reports
  - plays
- listen to/view a variety of visual formats, (e.g., slides, video tapes, puppetry, etc.)
- distinguish similarities and differences of sounds
- distinguish characteristics of pitch, intensity, quality, duration, sequence
- identify consonants, vowels, digraphs, blends, etc.
- identify word structures (roots, prefixes, suffixes, compounds, syllables)
- demonstrate growth in auditory/visual memory:
  - recall details, sequence, directions
  - recall poems, stories, posters, slides, etc.

READING & VIEWING

GRADE THREE PUPILS SHOULD:

- apply reading and viewing skills learned in Grades One and Two
- demonstrate desire to read and to view for recreation and information
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex written and/or illustrated.
  - descriptions
  - explanations
  - procedures
  - classifications
  - sequence
  - expression of feelings, emotions,
  - opinions and preferences
  - comparisons
- read silently and view for greater periods of time
- work independently and/or co-operatively on reading/viewing activities
- understand the role of reader/writer; viewer/illustrator
- adjust rate of reading to specific purposes and materials (both orally and silently)
- read increasingly complex material with fluency (both orally and silently)
- show a greater understanding of a widening reading vocabulary
- read/view increasingly complex material with understanding to:
  - gain literal and inferential comprehension of main idea, details, sequence
  - draw conclusions
  - relate ideas
  - predict outcomes
- read/view increasingly complex material critically to evaluate or judge ideas
- use contextual analysis to anticipate and identify words in increasingly complex materials (syntactic, non-print, semantic cues)
- identify and respond to different types and forms of literature and elements of the writer's craft
- identify and respond to different types and forms of visual arts and elements of the artist's work
- demonstrate study skills to:
  - use dictionaries and glossaries
  - alphabetize to second letter
  - locate information in a variety of forms

ELEMENTS SPECIFIC TO READING/VIEWING:

- read/view a widening variety of materials suitable to Grade Three:
  - paragraphs
  - poetry
  - plays
  - charts
  - graphs
  - pictures
  - reports
  - recipes
  - lists
  - posters
- continue to refine discrimination and memory skills learned in previous grades
- continue to associate visual and auditory information using more complex material
- recognize instantly words that occur frequently
- use phonic analysis to identify words (consonants, vowels, digraphs, dipthongs, vowel variants, phonograms)
- use structural analysis to identify words (word structures, prefixes, suffixes, endings, syllables)
- locate and recall information in increasingly complex material

SPEAKING

GRADE THREE PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply speaking skills learned in Grades One and Two
- demonstrate desire to speak effectively
- demonstrate delight and pleasure in the sounds of the language
- demonstrate growth in thought processes by expressing orally increasingly complex:
  - descriptions
  - explanations
  - summaries
  - procedures
  - hypotheses
  - classifications
  - sequence
  - comparisons
  - expression of feelings, emotions,
  - opinions and preferences

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- recognize that appropriate language is important
- understand the role of the speaker/listener
- adjust rate, volume, tone of speaking to specific situations
- speak fluently about increasingly complex subjects
- demonstrate growth in vocabulary (breadth and depth)
- demonstrate growth in oral language by using more complex language structures through:
  - sentence building
  - using words and phrases for variety and emphasis
  - recognizing that nouns, verbs, pronouns have different forms and functions

ELEMENTS SPECIFIC TO SPEAKING:

- communicate orally using the following forms:
  - conversations (including telephone)
  - discussions
  - stories
  - interviews
  - reports
  - introductions
  - directions
  - instructions
- use creative dramatization and dialogue
- demonstrate more control of verbal and non-verbal communication skills:
  - use body language, facial expression and voice quality to convey meaning
  - use correct pronunciation and suitable voice control, posture
- recognize importance of accepted social behaviours in oral language situations:
  - practise accepted rules for person-to-person conversations, telephone conversations, discussions, reports, introductions, interviews
- demonstrate awareness of the differences between formal and informal language by using appropriate language structures in a variety of situations

WRITING

GRADE THREE PUPILS SHOULD:

- apply writing skills learned in Grades One and Two
- demonstrate growth in thought processes by expressing in writing increasingly complex:
  - descriptions
  - explanations
  - procedures
  - comparisons
  - sequence
  - expression of feelings, emotions, opinions and preferences

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- recognize that appropriate language is important
- understand the role of the writer/reader
- write fluently about increasingly complex subjects
- demonstrate growth in vocabulary (breadth and depth)
- demonstrate growth in written language by using more complex language structures through:
  - sentence building
  - using words and phrases for variety and emphasis
  - recognizing that nouns, verbs, pronouns have different forms and functions
- organize information from a variety of sources

ELEMENTS SPECIFIC TO WRITING:

- use the appropriate forms of written language for clear communication:
  - paragraphs
  - stories (with beginning, middle, and end)
  - directions, instructions
  - recipes
  - simple notes
  - letters (invitations, friendly, thank you)
  - outlines (sentence)
  - poetry
- use correct punctuation for clear communication:
  - periods
  - question marks
  - quotation marks
  - apostrophe
  - hyphen
  - capital letters
- use standard forms of manuscript and cursive writing
- write legibly with reasonable speed
- use and extend basic spelling vocabulary
- apply knowledge of structural and phonic analysis to written work
- proofread with increasing competency

LANGUAGE ARTS SKILLS SHOULD BE APPLIED, REINFORCED AND EXTENDED BY TEACHERS OF ALL SUBJECT AREAS.

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS
GRADE FOUR

LISTENING & VIEWING

GRADE FOUR PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply listening/viewing skills learned in Grade One through Grade Three
- demonstrate desire to listen and view effectively
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex spoken and illustrated:

descriptions	comparisons	feelings
explanations	sequence	emotions
summaries	hypotheses	preferences
classifications	plans	opinions
procedures	predictions	judgments

ELEMENTS COMMON TO RECEPTIVE LANGUAGE:

- demonstrate listening/viewing awareness:
  - attend to task
  - practise courtesy basic to effective listening/viewing
  - understand role of audience
  - understand relationship between listener/speaker
- demonstrate awareness of the contribution to meaning and total effect of design, special effects, craftsmanship in screen and pictures, drama and personal presentations
- appreciate purposes for listening/viewing:
  - listen/view for a variety of purposes
  - modify level of attention to suit purpose
- demonstrate ability to listen/view attentively for longer periods
- demonstrate growth of a rich, imaginative response to listening and viewing experiences
- demonstrate an increasing appreciation of rhythm in language
- interpret facial expression, gestures and body movement
- recall speaker's use of effective words, phrases and figurative language
- show a greater understanding of a widening listening vocabulary
- understand, extend and evaluate ideas received auditorially and/or visually to:
  - gain information and meaning, note details, main idea, sequence
  - identify and respond to different types and forms of literature and elements of writer's craft
  - identify and infer relationships (e.g. time, cause and effect)
  - draw conclusions, predict
  - form sensory impressions, judgments
  - identify ideas as factual, fictional, opinionated, absurd, plausible, exaggerated, humorous
- use contextual analysis to anticipate and identify words using syntactic and semantic cues

ELEMENTS SPECIFIC TO LISTENING/VIEWING:

- listen to/view in widening contexts using the following forms:

fairy tale	reply	report
tall tale	introduction	personal anecdote
animal story	conversation	puppetry
biography	discussion	pageantry
invitation	interview	poetry
		plays

- discriminate similarities and differences of sounds:
  - distinguish intensity, pitch, quality, duration, sequence of a variety of sounds
  - apply phonetic and structural analysis to words received auditorally
  - identify word structures (e.g. root words, prefixes, suffixes, compounds, syllables)
- demonstrate growth in auditory/visual memory:
  - recall details, sequence, directions
  - recall poems, stories, posters, slides, etc.

READING & VIEWING

GRADE FOUR PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply reading/viewing skills learned in Grade One through Grade Three
- demonstrate desire to read/view for recreation and information
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex written and illustrated:

descriptions	comparisons	feelings
explanations	sequence	emotions
summaries	hypotheses	preferences
procedures	plans	opinions
classifications	predictions	judgments

ELEMENTS COMMON TO RECEPTIVE LANGUAGE:

- read silently for greater periods of time
- view silently for greater periods of time
- understand the role of the writer/reader/illustrator/viewer:
  - begin to demonstrate understanding of author's/artist's style and structure (e.g. by oral reading, role play, mime, etc.)
  - select materials appropriate to audience
- work independently and/or co-operatively on reading activities
- work independently and/or co-operatively on viewing activities
- adjust rate of reading to specific purposes and materials (both orally and silently)
- read increasingly complex material with fluency (both orally and silently)
- show an understanding of a reading vocabulary appropriate to Grade Four
- read/view increasingly complex material with understanding to:
  - gain literal and inferential comprehension of main idea, detail, sequence
  - identify and infer relationships, e.g. time, cause and effect
  - draw conclusions, predict outcomes
  - make generalizations
  - decide point of view
- read/view increasingly complex materials critically to evaluate or judge ideas:
  - discriminate fact from opinion, fiction from non-fiction
  - detect absurdities, humour
  - determine feelings, attitudes
- identify and respond to different types and forms of literature and elements of the writer's craft
- apply contextual analysis to anticipate and identify words in increasingly complex materials (syntactic and semantic cues)
- demonstrate study skills to:
  - alphabetize to third letter
  - locate book parts (e.g. table of contents, author, index, simple footnotes, bibliography)
  - use typographical aids (e.g. italics, indentation, guide words)
  - locate information in a variety of forms and publications (e.g. filmstrips, charts, glossaries, dictionaries, atlases, texts, encyclopedia, card catalogue, video tapes, etc.)

ELEMENTS SPECIFIC TO READING/VIEWING:

- read/view a widening variety of material suitable to Grade Four in the following forms:

fairy tale	invitation	report
tall tale	reply	interview
animal story	friendly letter	summary
biography	thank you note	poetry
autobiography	topical outline	plays

- continue to refine auditory and visual discrimination and memory skills learned in previous grades
- continue to associate visual and auditory information (e.g. punctuation, pronunciation, pitch, accent), using more complex material
- recognize instantly words that occur frequently in reading material
- apply phonetic and structural analysis to decode unfamiliar words in isolation and in context
- continue to interpret visual materials

SPEAKING

GRADE FOUR PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply speaking skills learned in Grade One through Grade Three
- demonstrate desire to speak effectively
- demonstrate growth in thought processes by expressing orally increasingly complex:

descriptions	comparisons	preferences
explanations	sequence	feelings
summaries	hypotheses	judgments
classifications	plans	emotions
procedures	predictions	

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- recognize that appropriate language is important for effective communication
- understand the role of the speaker/listener:
  - project style and structure of material
  - recognize need for audience preparation
- speak fluently about increasingly complex subjects
- adjust rate, volume, tone of speaking
- demonstrate growth in oral vocabulary (breadth and depth) by using:
  - increasingly precise vocabulary
  - effective figurative language
- demonstrate continuing growth in oral language by:
  - producing, expanding and combining various types of sentences (declarative, interrogative, imperative)
  - using more precise words and phrases for variety and emphasis
  - understanding different forms and functions of nouns, verbs, adjectives, adverbs, pronouns
  - recognizing the concepts of subject and predicate

ELEMENTS SPECIFIC TO SPEAKING:

- speak in widening contexts using the following forms for story telling:

fairy tale	invitation	interview
tall tale	reply	report
animal story	introduction	personal anecdote
biography	conversation	poetry
autobiography	discussion	plays

- continue to demonstrate control of the following verbal and non-verbal communication skills:
  - adjust volume, rate and pitch to suit purpose
  - use appropriate facial expressions, gestures and posture
- demonstrate accepted social behaviours in oral language situations
- demonstrate knowledge of the differences between formal and informal language by using each in appropriate situations

WRITING

GRADE FOUR PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply writing skills learned in Grade One through Grade Three
- demonstrate desire to write effectively
- demonstrate growth in thought processes by expressing in writing increasingly complex

descriptions	comparisons	feelings
explanations	sequence	opinions
summaries	hypotheses	judgments
procedures	plans	emotions
classifications	preferences	

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- recognize that appropriate language is important for effective communication
- understand the role of the writer/reader
  - recognize need to adapt style and structure to suit content and reader
- write fluently about increasingly complex subjects
- demonstrate continuing growth in written vocabulary (breadth and depth) using:
  - increasingly precise vocabulary
  - effective figurative language
- demonstrate continuing growth in written language by:
  - producing, expanding and combining various types of sentences (declarative, interrogative, imperative)
  - using more precise words and phrases for variety and emphasis
  - understanding the different forms and functions of nouns, verbs, adjectives, adverbs, pronouns
  - recognizing the concepts of subject and predicate
- organize information from a widening variety of sources, e.g. filmstrips, charts, texts, dictionaries, resource people, audio tapes, etc.
- write a well-organized paragraph

ELEMENTS SPECIFIC TO WRITING:

- use the appropriate forms of written language for clear communication in:

animal story	invitation	report
biography	reply	diary
autobiography	friendly letter	poetry
	thank you note	
	topical outline	

- use correct punctuation for clear communication:
  - period, question mark, comma, quotation marks, exclamation mark, apostrophe, hyphen
  - capital letters
- use standard forms of manuscript and cursive writing
  - write legibly with increasing speed
- use and extend basic spelling vocabulary
- apply knowledge of structural and phonetic analysis to written work
- proofread for content, punctuation, capitalization, spelling, handwriting
- begin to use dictionary to check spelling and meaning
- prepare a simple bibliography acknowledging author and title

LANGUAGE ARTS SKILLS SHOULD BE APPLIED, REINFORCED AND EXTENDED BY TEACHERS OF ALL SUBJECT AREAS.

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS
GRADE FIVE

LISTENING & VIEWING

GRADE FIVE PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply listening and viewing skills learned in Grade One through Grade Four
- demonstrate desire to listen and view effectively
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex spoken and illustrated:

descriptions	sequence	emotions
explanations	hypotheses	preferences
summaries	plans	opinions
procedures	predictions	judgments
classifications	summaries	
comparisons	feelings	

ELEMENTS COMMON TO RECEPTIVE LANGUAGE:

- demonstrate listening and viewing awareness:
  - attend to task
  - practise behaviours basic to effective listening/viewing
  - understand role of audience
  - understand relationship between listener/speaker
  - interpret facial expressions, gestures, body movement
- recall speaker's use of effective words, phrases, figurative language
- appreciate purposes for listening/viewing:
  - listen/view for a variety of purposes
  - modify level of attention to suit purpose
  - seek situations to gain information or pleasure through listening/viewing
- demonstrate an increasing appreciation of rhythm in language
- demonstrate increasing awareness of the contribution to meaning and total effect of design, special effects and craftsmanship in screen, picture, drama, and personal presentations
- continue to show a greater understanding of a widening listening vocabulary
- understand, extend, and evaluate ideas received auditorially/visually from increasingly complex material in order to:
  - gain information and meaning, note details, main idea, sequence
  - identify and respond to different types and forms of literature (e.g. myth, science fiction) and elements of writer's craft (e.g. mood, theme)
  - identify and infer relationships (e.g. time, distance, cause and effect, size, etc.)
  - draw conclusions, predict
  - form sensory impressions, judgments
  - identify and evaluate ideas as factual, fictional, opinionated, absurd, plausible, exaggerated, humorous, realistic, fanciful
  - identify and analyze point of view
  - make generalizations
- continue to use contextual analysis:
  - syntactic cues (affixes, roots)
  - semantic cues (word order, signal words such as furthermore, however)

ELEMENTS SPECIFIC TO LISTENING/VIEWING:

- listen to/view in widening contexts using the following forms:

autobiography	invitation	poetry
fantasy	reply	plays
myth/legend/fable	introduction	puppetry
science fiction	conversation	films
fairy tale	discussion	filmstrips
tall tale	interview	mime
animal story	club meeting	pageantry
biography	report	
	personal anecdote	

- discriminate similarities and differences of sounds:
  - continue to distinguish intensity, pitch, quality, duration, sequence of a variety of sounds
  - apply phonetic and structural analysis to words received auditorially
- demonstrate growth in auditory memory:
  - continue to develop ability to recall details, sequence, directions recall increasingly complex graphic and non-graphic materials

READING & VIEWING

GRADE FIVE PUPILS SHOULD:

- apply reading and viewing skills learned in Grade One through Grade Four
- demonstrate desire to read and view for recreation and information
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex written and illustrated:

descriptions	comparisons	preferences
explanations	sequence	opinions
summaries	hypotheses	judgments
procedures	plans	feelings
classifications	predictions	

- read silently for greater periods of time
- view for extended periods of time
- understand the role of the writer/reader/illustrator/viewer:
  - demonstrate understanding of author's style and structure (e.g. by oral reading, role playing, mime, etc.)
  - select materials appropriate to audience
- adjust rate of reading to specific purposes and materials (both orally and silently)
- read increasingly complex materials with fluency (both orally and silently)
- show an understanding of a sight vocabulary appropriate to Grade Five
- continue to apply contextual analysis:
  - syntactic cues (roots, affixes)
  - semantic cues (word order, signal words such as however, furthermore)
- read/view increasingly complex material with understanding in order to:
  - gain literal and inferential comprehension of main idea, detail, sequence
  - identify and infer relationships (e.g. time, distance, cause and effect, size)
  - draw conclusions, predict outcomes, analyze
  - determine author's purpose
  - identify and analyze point of view
  - make generalizations
- read/view increasingly complex material critically to evaluate or judge ideas:
  - discriminate fact from opinion, fiction from non-fiction
  - detect absurdities, humour
  - determine feelings and attitudes
- identify and respond to different types and forms of literature (e.g. myths, science fiction) and elements of writer's craft (e.g. mood, theme)
- demonstrate study skills to:
  - alphabetize
  - locate book parts (index, simple footnotes, bibliography)
  - use typographical aids (e.g. italics, indentation, guide words, pronunciation key)
  - locate information in a widening variety of forms and publications, e.g. charts, tables, graphs, encyclopedia, filmstrips, card catalogue
- develop knowledge of word origins

ELEMENTS SPECIFIC TO READING/VIEWING:

- read/view a widening variety of materials suitable for Grade Five in the following forms:

autobiography	invitation	interview
fantasy	reply	poetry
myth/legend/fable	friendly letter	plays
science fiction	business letter	puppetry
fairy tale	outline	films
tall tale	report	filmstrips
animal story	diary	mime
biography	summary	

- continue to refine discrimination and memory skills learned in previous grades
- continue to associate visual and auditory information to ensure correct interpretation of more complex material
- recognize instantly words that occur frequently in reading material
- continue to apply phonetic and structural analysis to decode unfamiliar words in isolation and in context
- continue to interpret visual materials

SPEAKING

GRADE FIVE PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply speaking skills learned in Grade One through Grade Four
- demonstrate desire to speak effectively
- demonstrate growth in thought processes by expressing orally increasingly complex

descriptions	sequence	opinions
explanations	hypotheses	judgments
summaries	plans	
procedures	predictions	
classifications	feelings	
comparisons	preferences	

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- recognize that appropriate language is important for effective communication
- understand the role of the speaker/listener
  - project style and structure of more abstract and increasingly complex material
  - prepare audience appropriately for particular types of material (e.g. recounting of a humorous episode, reporting of a science experiment, announcement of information)
- speak fluently and at greater length
- demonstrate continuing growth in oral vocabulary (breadth and depth) by using:
  - increasingly precise vocabulary
  - effective figurative language
- demonstrate continuing growth in oral language by:
  - producing, expanding and combining various types of sentences using words, phrases and clauses to modify nouns and verbs
  - using more precise words and phrases for variety and emphasis
  - understanding different forms and functions of parts of speech (e.g. nouns, adjectives, adverbs)
  - understanding and applying the concepts of subject and predicate

ELEMENTS SPECIFIC TO SPEAKING:

- speak in widening contexts using the following forms:

autobiography	invitation	poetry
fantasy	reply	plays
myth/legend/fable	introduction	puppetry
science fiction	conversation	skits
fairy tale	discussion	
tall tale	interview	
animal story	report	
biography	club meeting	
	personal anecdote	

- continue to demonstrate control of the following verbal and non-verbal communication skills:
  - adjust volume, pitch and rate to suit purpose
  - use intonation to suit characterization and meaning
  - use appropriate facial expressions, gestures, and posture
- demonstrate accepted social behaviours in oral language situations
- demonstrate knowledge of the differences between formal and informal language by using each in appropriate situations

WRITING

GRADE FIVE PUPILS SHOULD:

- apply writing skills learned in Grade One through Grade Four
- demonstrate desire to write effectively
- demonstrate growth in thought processes by expressing in writing increasingly complex:

descriptions	comparisons	feelings
explanations	sequence	opinions
simple summaries	hypotheses	judgments
procedures	plans	
classifications	preferences	

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- recognize that appropriate language is important for effective communication
- understand the role of writer/reader
  - adapt style and structure to suit content and reader
- write independently and/or co-operatively
- demonstrate continuing growth in written vocabulary (breadth and depth) by using:
  - increasingly precise vocabulary
  - effective figurative language
- demonstrate continuing growth in written language by
  - producing, expanding, and combining various types of sentences using words, phrases and clauses to modify nouns and verbs
  - using more precise words and phrases for variety and emphasis
  - using sentences of varied kinds and lengths for variety and emphasis
  - understanding and applying the different forms and functions of parts of speech (e.g. nouns, adjectives, and adverbs)
  - understanding and applying the concepts of subject and predicate
- organize information from a widening variety of sources (e.g. filmstrips, films, resource people, and video tapes)
- write fluently and at greater length about more abstract and increasingly complex subjects
- write two well-organized paragraphs

ELEMENTS SPECIFIC TO WRITING:

- write in widening contexts using the following forms:

autobiography	invitation	summary
fantasy	reply	poetry
myth/legend/fable	thank you note	plays
science fiction	friendly letter	
tall tale	business letter	
animal story	outline	
biography	report	
	diary	

- demonstrate ability to use:
  - rules of capitalization and punctuation
  - standard forms of manuscript and cursive writing
  - accepted forms of spelling
- use and extend basic spelling vocabulary
- apply proofreading skills with increasing competency
- use dictionary to check spelling and meaning
- prepare a simple bibliography acknowledging author, title, and page of book

LANGUAGE ARTS SKILLS SHOULD BE APPLIED, REINFORCED AND EXTENDED BY TEACHERS OF ALL SUBJECT AREAS.

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS
GRADE SIX

LISTENING & VIEWING

GRADE SIX PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply listening and viewing skills learned in Grade One through Grade Five
- demonstrate desire to listen and view effectively
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex spoken and illustrated

descriptions	comparisons	emotions
explanations	sequence	feelings
summaries	hypotheses	preferences
procedures	plans	opinions
classifications	predictions	judgments

ELEMENTS COMMON TO RECEPTIVE LANGUAGE:

- demonstrate listening/viewing awareness:
  - attend to task
  - practise behaviours basic to effective listening/viewing
  - understand role of audience
  - understand relationships between listener/speaker
  - interpret facial expressions, gestures, body movement
- appreciate purposes for listening/viewing:
  - listen/view for a variety of purposes
  - modify level of attention to suit purpose
  - seek situations to gain information, ideas or pleasure through listening/viewing
- demonstrate ability to recognize that phrases, pauses, and transitional words punctuate speech and aid the listener
- recall speaker's use of effective words, phrases, figurative language
- demonstrate awareness of the contribution to meaning of design, special effects, craftsmanship in screen, picture, drama and personal presentations
- continue to show a greater understanding of a widening listening vocabulary
- understand, extend and evaluate ideas received auditorially/visually from increasingly complex material in order to:
  - gain information and meaning, note details, main idea, sequence
  - identify and respond to different types and forms of literature (e.g. myth, legend) and elements of writer's craft (e.g. mood, theme)
  - identify and infer relationship (e.g. time, distance, cause and effect)
  - draw conclusions, predict
  - form sensory impressions, judgments
  - identify and evaluate ideas as factual, fictional, opinionated, absurd, plausible, realistic, fanciful, exaggerated, humorous, logical, relevant, propagandist
  - analyze and appreciate points of view
  - make generalizations
- continue to use contextual analysis:
  - syntactic cues (affixes, roots)
  - semantic cues (word order, signal words such as furthermore, however)

ELEMENTS SPECIFIC TO LISTENING/VIEWING:

- listen to/view in widening contexts using the following forms:

autobiography	diamanti	club meeting
fantasy	haiku	panel discussion
myth/legend/fable	jingle	report
science fiction	rhyming couplet	personal anecdote
fairy tale	limerick	plays
tall tale	quatrain	puppetry
animal story	invitation	pageantry
biography	reply	cartoons
historical fiction	introduction	films
free verse	conversation	filmstrips
concrete poem	discussion	mime
cinquain	interview	

- continue to refine discrimination and memory skills learned in previous grades
- continue to demonstrate growth in auditory memory

READING & VIEWING

GRADE SIX PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply reading and viewing skills learned in Grade One through Grade Five
- demonstrate desire to read and view for recreation and information
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex written and illustrated:

descriptions	sequence	preferences
explanations	hypotheses	opinions
summaries	plans	judgments
procedures	predictions	
classifications	feelings	

ELEMENTS COMMON TO RECEPTIVE LANGUAGE:

- read silently for greater periods of time
- view for extended periods of time
- understand the role of the writer, illustrator, viewer or reader
  - demonstrate understanding of author's style and structure (e.g. by oral reading, role play, mime, etc.)
  - select materials appropriate to audience
- adjust rate of reading to specific purposes and materials (both orally and silently)
- read increasingly complex material with fluency (both orally and silently)
- show an understanding of a sight vocabulary appropriate to Grade Six
- continue to apply contextual analysis:
  - syntactic cues (roots, affixes)
  - semantic cues (word order, signal words such as however, furthermore)
- read/view increasingly complex material with understanding in order to:
  - gain literal and inferential comprehension of main idea, detail, sequence
  - identify and infer relationships (e.g. time, distance, cause and effect, size, etc.)
  - draw conclusions, predict outcomes, analyze
  - determine author's purpose
  - analyze and appreciate point of view
  - make generalizations
- read/view increasingly complex material critically to evaluate or judge ideas:
  - discriminate fact from opinion, fiction from non-fiction, relevance from irrelevance
  - detect absurdities, humour, prejudice, bias
  - determine feelings, attitudes
  - make judgments as to worth, acceptability
- identify and respond to different types and forms of literature (e.g. myth, legend) and elements of writer's craft (mood, theme)
- continue to demonstrate study skills to:
  - alphabetize
  - locate book parts (e.g. date of publication, copyright)
  - use typographical aids (italics, indentation, guide words, pronunciation key)
  - locate information in a widening variety of sources (e.g. almanac, charts, special glossaries, card catalogues)
  - synthesize two or more articles
- develop knowledge of word origins

ELEMENTS SPECIFIC TO READING/VIEWING:

- read/view a widening variety of material suitable to Grade Six in the following forms:

autobiography	diamanti	journal
fantasy	haiku	summary
myth/legend/fable	jingle	thank you note
science fiction	rhyming couplet	friendly letter
fairy tale	limerick	business letter
tall tale	quatrain	plays
animal story	invitation	puppetry
biography	reply	pageantry
historical fiction	request	cartoons
free verse	outline	films
concrete poem	report	filmstrips
cinquain	diary	mime

- continue to refine discrimination and memory skills learned in previous grades
- continue to associate visual and auditory information to ensure correct interpretation of more complex material (use of pause, stress, pitch)
- recognize instantly words that occur frequently in reading material
- continue to apply phonetic and structural analysis to decode unfamiliar words in isolation and in context
- continue to interpret visual materials

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS
GRADE SIX

SPEAKING

GRADE SIX PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply speaking skills learned in Grade One through Grade Five
- demonstrate desire to speak effectively
- demonstrate growth in thought processes by expressing orally increasingly complex:

descriptions	comparisons	feelings
explanations	sequence	preferences
summaries	hypotheses	opinions
procedures	plans	judgments
classifications	predictions	

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- recognize that appropriate language is important for effective communication
- understand the role of the speaker/listener:
  - project style and structure of more abstract and increasingly complex material
  - prepare audience appropriately for particular types of material (e.g. recounting of a humorous episode, reporting of a science experiment, announcement of information)
- speak fluently and at greater length about more abstract and increasingly complex subjects
- demonstrate continuing growth in oral vocabulary (breadth and depth) by using:
  - increasingly precise vocabulary
  - effective figurative language
- demonstrate continuing growth in oral language by:
  - producing, expanding and combining various types of sentences
  - using words, phrases and clauses to modify nouns and verbs
  - using more precise words and phrases for variety and emphasis
  - understanding different forms and functions of parts of speech (e.g. adjectives, adverbs, prepositions)
  - understanding and applying the concepts of subject and predicate

ELEMENTS SPECIFIC TO SPEAKING:

- speak in widening contexts using the following forms:

autobiography	invitation	personal anecdote
fantasy	reply	plays
myth/legend/fable	introduction	poetry
science fiction	conversation	puppetry
fairy tale	discussion	skits
tall tale	interview	
animal story	report	
biography	club meeting	
historical fiction	panel discussion	

- continue to demonstrate control of the following verbal and non-verbal communication skills:
  - adjust volume, pitch, and rate to suit purpose
  - use intonation to suit characterization and meaning
  - use appropriate facial expressions, gestures and postures
- demonstrate accepted social behaviours in oral language situations
- demonstrate knowledge of the differences between formal and informal language by using each in appropriate situations

WRITING

GRADE SIX PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply writing skills learned in Grade One through Grade Five
- demonstrate desire to write effectively
- demonstrate growth in thought processes by expressing in writing increasingly complex

descriptions	comparisons	preferences
explanations	sequence	feelings
summaries	hypotheses	opinions
procedures	plans	judgments
classifications	predictions	

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- recognize that appropriate language is important for effective communication
- understand the role of the writer/reader:
  - adapt style and structure to suit content and reader
- write independently and/or co-operatively
- demonstrate continuing growth in written vocabulary (breadth and depth) by using:
  - increasingly precise vocabulary
  - effective figurative language
- demonstrate continuing growth in written language by:
  - producing, expanding and combining various types of sentences using words, phrases and clauses to modify nouns and verbs
  - using more precise words, phrases and clauses for variety and emphasis
  - using sentences of varied kinds and lengths for variety and emphasis
  - understanding and applying the different forms and functions of parts of speech (e.g. adjectives, adverbs, prepositions)
  - understanding and applying the concepts of subject and predicate
- organize information from a widening variety of sources, e.g. films, filmstrips, resource people, broadcasts, video tapes
- write fluently and at greater length about more abstract and increasingly complex subjects
- write three/four well-organized paragraphs

ELEMENTS SPECIFIC TO WRITING:

- write in widening contexts using the following forms:

autobiography	invitation	journal
fantasy	reply	summary
myth/legend/fable	thank you note	poetry
science fiction	request	plays
fairy tale	friendly letter	
tall tale	business letter	
animal story	outline	
biography	report	
historical fiction	diary	

- demonstrate ability to use:
  - rules of capitalization and punctuation
  - standard forms of manuscript and cursive writing
  - accepted forms of spelling
- use and extend basic spelling vocabulary
- apply proofreading skills with increasing competency
- use dictionary to check spelling and meaning
- prepare a bibliography acknowledging author, title, publisher, date of publication and page of book

LANGUAGE ARTS SKILLS SHOULD BE APPLIED, REINFORCED AND EXTENDED BY TEACHERS OF ALL SUBJECT AREAS.

D. LEARNING RESOURCES

1. Definitions

1.1 In terms of provincial policy, learning resources are those print, nonprint and electronic courseware materials used by teachers or students to facilitate teaching and learning.

1.2 **Prescribed Learning Resources** are those learning resources approved by the Minister as being most appropriate for meeting the majority of goals and objectives for courses, or substantial components of courses, outlined in provincial Programs of Study.

1.3 **Recommended Learning Resources** are those learning resources approved by Alberta Education because they complement Prescribed Learning Resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial Programs of Study.

1.4 **Supplementary Learning Resources** are those additional learning resources identified by teachers, school boards or Alberta Education to support courses outlined in the provincial Programs of Study by reinforcing or enriching the learning experience.

2. Prescribed Learning Resources

Reading

1. *Language Development Reading*, Grades 1-6.
   Thomas Nelson & Sons (Canada) Ltd., 1970-78.
2. *Starting Points in Language Arts for Primary Grades*, Grades 1-3.
   Ginn & Company Educational Publishers, 1976-78.
3. *Expressways*, Grades 1-3.
   Gage Educational Publishing.
4. *Starting Points in Reading*, Grades 4-6.
   Ginn & Company Educational Publishers, 1973.
5. *Gage Strategies for Language Arts*, Grades 4-6.
   Gage Educational Publishing, 1972.
6. *Sounds of Language*, Grades 1-6.
   Holt, Rinehart & Winston, 1970-74.

Language

1. *Starting Points in Language*, Grades 4-6.
   Ginn and Company, 1973.
   (Designed to go with *Starting Points in Reading.)*
2. *Nelson Language Stimulus Program*, Grades 3-6.
   Thomas Nelson & Sons (Canada), 1973.
   (Continuing recommendation.)
3. *Language and How to Use It*, Grades 1-2.
   Gage Educational Publishing, 1973.
   (Continuing recommendation.)
4. *World of Language*, Grades 1-6.
   McGraw-Hill Ryerson, 1973.
   (Continuing recommendation.)

Spelling

1. *Spelling in Language Arts*, Grades 2-6.
   Thomas Nelson & Sons (Canada), 1976.
2. *Spell/Write*, Grades 1-6. Canadian Edition.
   Edu-Media, 1978.
3. *I Can Spell*, Levels A-F.
   D.C. Heath Canada Limited, 1977-79.

FINE ARTS

- ART
- MUSIC
- DRAMA

A. PROGRAM RATIONALE AND PHILOSOPHY

At the time that ELEMENTARY ART was revised just prior to 1969, a statement of philosophy was not recorded. When the program is revised again the philosophy will be made explicit and inserted here.

B. GOALS AND OBJECTIVES

General Objective

Through the provision of art experiences and through the use of a wide range of media and materials, to foster and encourage the personal development and growth in sensitivity, in appreciation, in understanding and in the productive abilities of each pupil in the elementary school program.

Specific Objectives

1. To assist each child to grow in sensitivity and perception:
   (1) to *see*, in order that he may become visually sensitive to the nature of line, shape, form, tone, color and the organic structures which characterize design in nature and in man-made objects.
   (2) to *touch*, so that he may develop tactile awareness of texture, form and shape.
   (3) to *think*, through questioning, analyzing, and discussing such similarities, differences and harmonies as he finds in nature, in his own work and the work of others, and in so doing, to establish self-standards of workmanship and appreciation.
   (4) to *feel*, by responding emotionally to his own involvements with art, as well as to the experiences of others, as expressed in line, form and color, and in the language of symbols.
   (5) to *dream*, by capitalizing on the capacity for wonder; to develop the power to improvise, to extend, to pursue, and to seek answers through inquiry and experimentation.
   (6) to *make*, by developing the power to initiate creative activity, and from the selection of an idea, to the choice of materials, through to the attainment of a finished product, learn the satisfaction that comes from making something of one's own — a personal statement.
2. To provide each child with a comprehensive set of experiences that will develop his visual, manipulative, imaginative, evaluative and aesthetic powers.
3. To help each child learn to explore the possibilities of a variety of art media and of basic materials in two-dimensional and three-dimensional form.
4. To assist each child to acquire basic artistic skills and techniques and to improve those skills through expanding, enriching experiences or through progressively greater concentration or by a change in emphasis.
5. To get each child to understand and use the common vocabulary of expression and interpretation, the language of art, through meaningful experiences and through self-study or directed study and research.
6. To correlate art with other aspects of the curriculum in order to make the art program more functional and to illustrate how art permeates the whole field of learning.
7. To ensure the opportunity for successful and enjoyable experiences and individuality and pride in achievement on the part of every student.
8. To provide valuable group experiences through joint cooperative projects.

C. CONTENT

The Elementary Art Program as outlined in the Scope and Sequence charts is a broad, sequential, structured Art program stressing the two major aspects of Art education: *Creating Art* and *Understanding Art*. This division of the program is not capricious; it should be clear that understanding of the nature and variety of art is of equal importance to creating art products. Indeed for the majority of students, it is quite likely that the appreciative aspects of art education will have the greater impact on their lives.

Five broad skill or experience areas are to be presented at each of the four levels of schooling (pre-school, ECS-1-2, 3-4, and 5-6). Drawing, Painting, Printmaking, Sculpture (including modeling and constructing) and Fabric (including fabric decoration) are the experience areas to be explored. The capabilities, interests and enthusiasm of the teacher as well as of the students will help to determine the extent of development of each aspect of the program.

Although the program is structured, the intent is not to be restrictive or prescriptive. Rather it is to provide the basic guidelines within which the teacher should operate. The individual teacher and each school staff should have freedom to plan an art program which will provide extensive, rich, rewarding and meaningful art experiences for the students. The actual program, however, will vary from school to school, and from one community to another. Care must be taken to ensure that the students' learnings are increasing in depth and breadth rather than being merely repetitive as the children advance through the grades.

CREATING ART

1

SKILL	ACTIVITY	EQUIPMENT	THEMES	STIMULATION
DRAWING	Experimentation in symbolism.	Crayons, chalk, brushes, tempera, paper, chalkboard.	Anything within child's experience. "Me" is paramount.	Music, conversation, stories, songs, pictures, activities at school and home. Visual cues.
PAINTING	Painting experience with textures, space Finger painting Finger dabbling Spray painting.	Finger paint Tempera mixed Tempera dry Tempera block Brushes, sponges Twigs, weeds, paper Water container Soap flakes.	Anything within child's experience. "Me" is paramount.	Materials, stories, conversation, songs, poetry, pictures, School and Home activities, Visual cue (line, shape, spot of color).
PRINT-MAKING	Rubbings, mono-printing, clay printing, gadget printing, block printing.	Crayons, colored chalk, pencils, paper (pliable), textured surfaces, weeds, leaves, paint, clay, plasticine.	Themes within the experience of the child to enhance surface areas with patterns.	Texture (discussion), textures in environment; clothing, nature, home. Observation of rich detail in pattern, texture, decoration.
SCULPTURE	Modelling, sculpting, constructing.	Doughs, plasticine, clay, asbestos, sawdust, simple tools, cardboard, plastic, balloons, cord, adhesives, found objects.	Expressive subjects: animals, vehicles, heads, figures, puppets, buildings. Non-objective forms. Geometric shapes, collages, montages, mosaics, mobiles.	Handle media to develop an awareness of a new dimension. Visual and verbal cues. Action, animation, expressiveness to be encouraged.
FABRICS AND FABRIC DECORATION	Simple stitchery, simple applique (glued or stitched), cardboard support weaving, crayon, chalk, on fabric.	Needles, thread, cord, scraps of fabric, crayons, raffia, wool, electric iron.	Shapes: animals, flowers, buildings.	Materials and techniques.

UNDERSTANDING ART

PERCEPTUAL DEVELOPMENT	ART OF THE PRESENT	ART OF THE PAST	CORRELATION
Developing awareness of differences and descriptive aspects of line. Field trips.	Observations of classroom art, artists, child art, Linear aspects of buildings, machines and household objects.	Drawings in story books. Primitive art.	Social studies, language, arithmetic, reading, creative writing.
Differences in color, shape, texture. Application of simple discrimination to work done in class.	Examination of above-mentioned art to distinguish (1) color, (2) shape, (3) texture, also (1), (2), (3) in buildings, household objects, nature.	Paintings in books. Painting of different periods: animals, family, life, games, changes in season.	Reading and language for vocabulary of color, shape, texture. Science, social studies for theme materials. Murals.
Feeling, describing, and depicting simple textures in environment. Collection of textured materials.	The many uses of printing. Printing on paper, fabrics, metal, glass.	Rubbings from stone carvings.	Illustrating themes from other areas in curriculum.
Awareness, form, mass, space. Texture in environment. Developing tactile sense and spacial perception.	See and touch sculpture and ceramics. African, Eskimo sculpture. Sculpture with child appeal.	Heritage of three-dimensional art and architecture. Using models and photographs.	Models of social studies subjects. Dramatizations, Puppetry.
Observing the uses of fabrics and fibres. Appreciating textures and decorated fabrics.	Weaving and stitching around the world, especially primitive cultures.	Baskets, rugs, mats, and hangings from past eras.	Decorating aprons, head pieces, mats, curtains, playhouse materials, puppetry.

CREATING ART

2

SKILL	ACTIVITY	EQUIPMENT	THEMES	STIMULATION
DRAWING	Freeforms, objects, figures.	Crayons, chalk, charcoal, brushes, soft pencils, sponge, paper, plasticine, fabric.	Personal experiences. Imagination. Thinking rather than drawing.	Dramatizations, art materials, films, recordings, discussions, field trips, observation.
PAINTING	Designs, pictures, illustrations, murals, finger painting.	Tempera (mixed and dry), Tempera block, bristle brushes, hair brushes, sticks, weeds, toothbrushes, variety of papers (wet or dry).	Personal experiences and observation. Imagination.	School and home activities. Dramatizations, art materials, films, recordings, discussions, field trips, emotions, stories, poetry.
PRINT-MAKING	Block, brayer, vegetable, hand printing. Stencilling.	Blocks of wood, cardboard, rubber (foam or inner tube), plywood, leather, tempera paint, starch, brayer or brush, paper, corks, fabric, sponge, string, knife, stamp pad.	Animals, flowers, letters, symbols (sports events). All-over border patterns. Overlapping. Picture making.	Materials, repeated patterns in environment. Experimenting and creating arrangements with patterns.
SCULPTURE	Modelling, sculpturing, constructing. Manipulative experience with form.	Clay, asbestos, sawdust, papier-mache, cardboard, plastic bags, styrofoam, wire, wax, plaster, balloons, ice, snow, soft wood, simple tools, adhesives.	Subject suitable to the material. Masks, puppets, relief and incised designs, pottery, panoramas, dioramas.	Materials and techniques. Arrangement and design in the third dimension. Design in motion.
FABRIC AND FABRIC DECORATION	Stitchery, weaving, decorating cloth.	Needles, thread, fabrics, dowels, hangings, cardboard for weaving frames, raffia, wool, twine, weeds, ink, paint, dyes, crayons, pastels.	Creation of a material using fibres. Simple surface enrichment.	Various kinds of stitches. Designing with fibres.

UNDERSTANDING ART

PERCEPTUAL DEVELOPMENT	ART OF THE PRESENT	ART OF THE PAST	CORRELATION
Line and implied line. Collection of examples of linear pattern.	Styles of various artists. Line in printed materials. Visiting artists. Eskimo, Oriental, Mexican, Indian prints.	Reproductions of work of artists: texture, line, quality.	Social Studies, science. Drawing to music. Creative writing.
Color, texture and patterns in environment.	Paintings of various artists re: use of color, shape, texture. Exhibits, demonstrations, gallery tours.	Prints, films, filmstrips. Color, shape, texture in art of cultures studied in social studies.	Social Studies, Science, Reading, Language, Music. Decorating school windows. Stage sets, costumes.
Textures and possibilities in observing each print-making technique.	Field trips to print-making institutions. Eskimo, Oriental prints. Printing techniques in commerce.	Reprints, films of printmaking by artists of various cultures from social studies.	Make an illustrated publication including creative writing as well as art. Posters, invitations, cards, lettering skills.
Line and space texture balance. Light and shadow in modeled or carved objects. Simple design, form.	Opportunity to see, to touch, to discuss sculpture and architecture in community. Visit galleries and museums.	Sculptural and architectural heritage in countries in social studies. Use of masks, totems in primitive societies.	Dramatization with masks. Displays in three-dimensional form to illustrate concepts in other subjects.
Texture, design and surface enrichment in fabric.	Weaving, raffia, reed, bamboo. West Coast Indian, Quebec, local craftsmen. Cultures in Social Studies.	Weaving heritage in countries studied in Social Studies.	Stitched wall hangings illustrating stories. Clothing: puppets, back drops, dolls, doll clothing.

CREATING ART

3

SKILL	ACTIVITY	MATERIALS	THEME	STIMULATION
DRAWING	Non-objective and objective: figure, group, gesture, structural drawings. Scratch-O-grams.	Crayons, chalk, pencils, charcoal, pens, ink, paint and brushes, variety paper, drawing boards, fabric, plasticine.	Awareness of the world: observation, experience, imagination.	Arrangements, poses, natural groupings. Experimentation, conjecture, nature, music.
PAINTING	Design and picture making.	Dry and liquid tempera. Tempera block, water-color, finger paint, brushes, sponges, twigs, sticks, papers (variety).	Observation: figures, emotions, animals, machines, plants, buildings, faces, night-day, rocks, sports, careers.	Ideas and feelings. Arrangements, poses, groupings, materials, conjecture, experimentation, stories, poems.
PRINT-MAKING	Block & screen printing, Engraving: wax, clay, plastic, film, wood, photograms.	String, wood-blocks, linoleum, cutting gouges, printing ink, brayer, frame, cloth, squeegee, finger paint, stencil paper, stencil knife, X-ray film, tools for incising, wringer for press, paper (sensitized), rubber.	Patterns, non-objective design: people, animals, landscape, airscape, still life, book-plate designs, special events, monograms, sport symbols, architecture.	Texture in contrast to non-texture. Study of design and arrangement. Manipulation of materials and experimentation with techniques.
SCULPTURE	Modelling, sculpting, constructing.	Clay, plaster, vermiculite, wire, toothpicks, leather, metal, sawdust, wax, wood, roots, papier-mache, salt, soap, simple tools, bottles, balloons.	Linear sculpture and construction. Free standing and relief sculpture. Useful objects. Collage, montage, assemblage.	Visual, verbal, tactile stimulations from films, discussions and experience. Art materials. Fantasy: Science fiction, dreams, imaginary forms.
FABRIC AND FABRIC DECORATION	Weaving, basketry, fabric painting, tie-and-dye, twist-and-dye, simple batik, stitchery, applique, knitting.	Natural and man-made fibres and materials. Fabric, paints, dyes, wax, thread, needles, wool, cord, braid, buttons, sequins, reeds, looms.	Creation of materials using fibres. Surface enrichment through objective and non-objective designs.	Contemporary artistic wall hangings and tapestries. Materials and techniques.

UNDERSTANDING ART

PERCEPTUAL DEVELOPMENT	ART OF THE PRESENT	ART OF THE PAST	CORRELATION
Knowledge of line and implied line to indicate: action, strength, tranquility, power, personality, etc. Collection of photographs, sketches to illustrate these.	Viewing of films related to drawing. Line as in commercial art. Use of various drawing tools to make varied lines.	Study of use of line in masterpieces of cultures studied in social studies.	Drawing correlated with every subject. Sketch book — an essential part of pupil equipment.
Knowledge of color, shape, texture. Role of intensity, detail, overlapping and size to indicate distance. Light and dark, bright and dull color in three-dimensional form and depth.	Films related to paintings. Art galleries. Painting in contemporary design, advertising, movies. Examination of prints for difference in composition, application of paint, importance of mood.	Study of painting: films, prints, illustration of art of peoples studied in social studies. Treatments of similar subjects in various cultures. Ways in which styles have developed in common.	Social studies, science — light and color reading — related to painting. Stagecraft costumes for pageants, operas. Murals and friezes.
Tonal and textural qualities in printmaking techniques. Knowledge of texture and tone to enrich picture compositions.	Screen printing for art or commercial jobs. Meaning of printmaking. Qualities of various printing techniques: serigraphy, etching, engraving, lithography, wood cuts, photography.	Study of examples of etchings, lithographs, wood cuts by famous artists of the past.	Poems, stories, songs, topics from science or social studies. Staging a show or sale of class prints. Photography in art and science. Lettering.
Space, mass, texture, tone, balance. Basic design vs. applied design. Positive and negative shapes.	Contemporary architecture and sculpture of the community. Visual aids depicting sculpture.	Roles and relationship of architecture and sculpture in development of cultures studied in the social studies program.	Sculptural effect of rivers and streams. Landscape design. School sculpture. Space and mass in regard to town planning. Stage settings.
Distinguishing between various kinds of fabrics. Awareness of texture and design in fabric. Man-made designs and nature forms.	Films about fabric making. Study of new synthetic fibres. Clothing and fabrics from other cultures. Weavers at work.	Clothing and fabric decoration of other societies. Chinese silks, Medieval tapestries, Spanish serapes, hats, Indian saris.	Stage presentations. Social studies displays.

A. PROGRAM RATIONALE AND PHILOSOPHY

At the time that ELEMENTARY MUSIC was revised just prior to 1977, a statement of philosophy was not recorded. When the program is revised again the philosophy will be made explicit and inserted here.

B. GOALS AND OBJECTIVES

General Objectives

The general objectives of the elementary music program shall be:

- To help children develop an awareness and sensitivity to the aesthetic aspects of music in our culture.
- To provide frequent opportunities for children to discover and to experiment with music in all its forms.
- To help children develop their own creative powers through music.
- To help children acquire musical skills and to provide opportunities for children to use those skills.

Specific Objectives

For Years One, Two and Three

- To develop an awareness of many kinds of music through listening, moving, singing and playing instruments.
- To develop an ability to sing in tune, easily and correctly, a large and varied repertoire of songs, and to begin to read the music of these songs.
- To experiment with a variety of instruments to develop the ability to hear and read music, to provide accompaniments to songs, and to use as a means to create original compositions.
- To develop self-expression and a response to music through creative movement and dance.

For Years Four, Five and Six

- To further develop an awareness of many kinds of music and many cultures, through listening, moving, singing and playing instruments.
- To further develop the ability to read and sing, in tune, a large and varied repertoire of unison and part songs.
- To continue to use a variety of instruments to develop the ability to hear and read music, to provide accompaniments to songs, and to use as a means to create original compositions.
- To develop self-expression and a response to music, as well as understanding of form, through creative movement and dance.

C. CONTENT

YEAR 1

Concepts

A. Rhythm
1. Music may move to a steady beat.
2. Beats may be grouped in 2's and 3's.
3. There are strong and weak beats in music.
4. Music is made up of long sounds, short sounds and silences.
5. Sounds and silences may move to the beat in music.
6. Long sounds, short sounds and silences may be grouped to form rhythmic patterns.

B. Melody
1. Sounds may be high or low.
2. A sequence of sounds may move from low to high, or high to low, or be repeated.
3. Melody is a sequence of sounds moving up or down, by step or skip, or by repeating.
4. Sounds may be organized in rhythmic patterns in a melody, and may be repeated.
5. Melody moves from left to right in printed music.

C. Harmony
1. Two or more sounds can occur simultaneously.
2. Some sounds seem to belong together and are called chords.
3. Chords may accompany melodies.

D. Form
1. Melodies form phrases.
2. A phrase is a musical sentence.
3. A phrase has a beginning and an ending.
4. Some phrase endings are strong.
5. A phrase has a shape which may go up or down or repeat.
6. Music can be organized into sections — alike or different. The sections may be made up of phrases.

E. Expression
1. The beat in music may be fast or slow (tempo).
2. Music may be soft or loud (dynamics).
3. Sounds around us have different tonal qualities (tone color).
4. Musical instruments have different tonal qualities.
5. The human voice has different tonal qualities.
6. Music can be part of our work and play (mood).
7. Music is important for special holidays and seasons.
8. Music may express our feelings.

F. Related Arts
1. We listen to music. We look at pictures.
2. Our ears can hear more than one sound at a time. Our eyes can see more than one thing at a time.
3. There are many kinds of music, many kinds of pictures, many kinds of clothes, many kinds of buildings.
4. Music can describe a story.
5. Music can describe other people in other times and places.

YEAR 1

Skills

A. Listening

Listen to environmental sounds — school, home, weather, animals, machines.
Identify and compare sounds — high-low, loud-soft, short-long, slow-fast, up-down.
Listen to voice sounds.
Listen to musical instruments.
Listen to music — high-low, loud-soft, short-long, slow-fast, up-down.

B. Moving

Move to environmental sounds.
Mime animals, machines, and other sounds.
Follow the beat in music by clapping, walking, running, hopping, galloping.
Respond to beat, accent, rhythmic pattern.
Improvise movement for high-low, loud-soft, short-long, slow-fast, up-down.
Learn simple folk-dances, action songs, singing games.

C. Singing

Respond to tone-matching and echo games.
Recognize and respond to hand signals for s-m, s-m-l.
Sing in tune many rhythmic and melodic songs, singing games and action songs.
Sing with ease alone or in a group.

D. Playing Instruments

Respond to echo-clapping.
Accompany singing with clapping and moving to the beat, accent, rhythmic pattern.
Learn to play rhythm instruments correctly to follow beat, accent, rhythmic pattern.
Choose instruments appropriate to music.
Plan simple rhythmic patterns for one or more instruments.
Follow simple rhythm band scores.

E. Reading

Echo-clap and chant rhythmic patterns.
Recognize rhythmic patterns on large charts and follow from left to right.
Draw "stick" rhythm patterns on paper.
Respond to simple instrumental scores on large charts.
Respond to hand signals and staff notation of s-m, s-m-l.
Build melody patterns on staff on flannel board.

F. Creating

Create suitable sound effects for poems and songs.
Use instruments to create sounds of high-low, loud-soft, slow-fast, short-long, up-down.
Create singing conversations.
Create new singing games.
Make up new words to songs.
Draw pictures to illustrate songs.
Dramatize songs and musical plays.

YEAR 2

Concepts

A. Rhythm

Continue development of Concepts 1-6.

7. Rhythmic patterns can accompany melody.
8. Rhythmic patterns may move in relation to the beat in music.
9. A sound or a silence may be longer, shorter or the same as another sound.
10. An accent is a sudden stress in music.
11. Beats may be grouped by accent.
12. Instruments or voices can create accents.

B. Melody

Continue development of Concepts 1-5.

6. Printed symbols in music show the direction of the melody.
7. Melodies may end on a low note or a high note.
8. Some instruments play low notes, some play high notes.
9. A melody may have an ending or resting tone (tonal).
10. Some melodies do not have an ending or resting tone (atonal).

C. Harmony

Continue development of Concepts 1-3.

4. Major and minor chords have different sounds.
5. Two or more melodies can occur simultaneously.

D. Form

Continue development of Concepts 1-6.

7. Sometimes a section is repeated.
8. A number of sections makes up a whole piece of music.
9. Sections may be identified by letters (AB, ABA, ABAB).
10. There may be an introduction and an ending (Coda).

E. Expression

Continue development of Concepts 1-8.

9. Music may be fast or slow and may change from one to the other suddenly or gradually (tempo).
10. Music may be soft or loud and may change from one to the other suddenly or gradually (dynamics).
11. The words of a song are very important to the understanding of the song (text).

F. Related Arts

Continue development of Concepts 1-5.

6. Patterns repeat in music, in dancing, in building, in art.
7. Patterns vary and form contrasts in music, in dancing, in building, in art.

YEAR 2

Skills

A. Listening

Continue to develop skills acquired in Year 1.

Listen to rise and fall of melody.
Find patterns in music.
Find phrases in music.
Identify voices and instruments.
Listen to seasonal and holiday music.
Listen to music which describes a story.

B. Moving

Continue to develop skills acquired in Year 1.

Improvise free rhythmic movements to poems and song.
Move to ostinato patterns.
Move freely to form in music (like phrases, unlike phrases).
Add to repertoire of singing games, action songs and folk dances.

C. Singing

Continue to develop skills acquired in Year 1.

Continue sol-fa training with hand signals.
Respond to tone-matching with other voices, piano, xylophone, resonator bells.
Sing with ease and accuracy many folk songs, seasonal and holiday songs.
Take turns conducting songs.

D. Playing Instruments

Continue to develop skills acquired in Year 1.

Play tone-matching and "conversational" games with melody instruments (xylophones, tone educator bells).
Plan and play rhythmic and melodic ostinato patterns to accompany songs.
Use the pentatonic (5 note) scale as accompaniment to pentatonic songs.

E. Reading

Continue to develop skills acquired in Year 1.

Draw "stick" rhythm patterns from dictation (teacher claps pattern).
Follow notation from left to right while singing and playing.
Recognize half, quarter, eighth notes, time signatures 2/4, 3/4.
Recognize staff, clef sign.
Recognize phrases.
Take turns conducting.

F. Creating

Continue to develop skills acquired in Year 1.

Create rhythmic and melodic ostinatos for poems and songs.
Create pentatonic accompaniments for poems and songs.
Create new dances to accompany form in music.
Go for a walk to find form in pictures, buildings.

YEAR 3

Concepts

A. Rhythm

Continue development of Concepts 1-12.

13. Sounds and silences have duration which is relatively long or short (whole, half, quarter, eighth notes and rests).
14. Beats in music may be grouped in 2's and 3's. Sometimes both may occur in the same music.
15. Some music may have no steady beat.
16. A meter signature tells how many beats in a measure (the top number) and the kind of note which gets one beat (the bottom number).

B. Melody

Continue development of Concepts 1-10.

11. A scale is an organization of pitches.
12. Melodies may move by scale steps or skips.
13. Two notes are an octave apart if they fall on 1 and 8 of a diatonic scale.

C. Harmony

Continue development of Concepts 1-5.

6. Music may have a melody alone, a melody with chords, or two or more melodies together and may change from one to another of these in the same piece.
7. Chord changes can be heard to lead to a tonic (keynote) chord in major and minor keys.

D. Form

Continue development of Concepts 1-10.

11. Musical phrases may be short or long and give organization to music.
12. Musical phrases and sections may be repeated or may be varied by changing some of their parts.
13. Repetition and contrast give unity and variety to form in music.

E. Expression

Continue development of Concepts 1-11.

12. Tempo creates a sense of feeling about music.
13. Changes in dynamics add to the effect of music.
14. Musical instruments produce tone color by being blown, bowed, plucked, strummed, struck, scraped or shaken.

F. Related Arts

Continue development of Concepts 1-7.

8. When pieces of music have some general sound, they are in the same style. There are styles of cars, building, clothes, painting, dancing.
9. Styles change with time.

YEAR 3

Skills

A. Listening

Continue to develop skills acquired in Years 1 and 2.

Identify contour in melody.
Discover tempo, tone color and dynamics.
Identify instruments.
Discover major and minor chords.
Listen for tonic (keynote) chord.
Find repetition and contrast.
Identify form (ABA).
Compare styles of music.
Be an attentive member of an audience.

B. Moving

Continue to develop skills acquired in Years 1 and 2.

Use body movement to illustrate poems, songs and stories.
Improvise movement to illustrate form in music.
Take part in advanced singing games, musical plays, operettas.
Develop rhythmic patterns through movement.

C. Singing

Continue to develop skills acquired in Years 1 and 2.

Continue sol-fa training with hand signals.
Sing ostinato patterns with songs.
Learn 2 part rounds.
Sing with expression and good enunciation.
Sing with various instrumental accompaniments.
Sing alone or in a group, unaccompanied.

D. Playing Instruments

Continue to develop skills acquired in Years 1 and 2.

Rhythm Instruments — sound effects and accompaniment to songs (Ostinato patterns).
Xylophones — tone-matching. Scale activities, creating melodies, ostinato patterns.
Resonator (tone educator) *bells* — tone-matching, ostinato patterns, pentatonic melodies and accompaniment, building chords with individual bars.
Orff instruments — create original compositions, scores.

E. Reading

Continue to develop skills acquired in Years 1 and 2.

Recognize other time signatures.
Continue sol-fa training.
Respond rhythmically and melodically to printed music on charts and in books.
Follow own part in instrumental score.
Develop ability to notate rhythm and melody patterns.

F. Creating

Continue to develop skills acquired in Years 1 and 2.

Look for styles in music, painting, buildings.
Discover repetition and contrast in other forms than music.
Through instrumental and singing activities, create own music. Discover how to notate original compositions.
Perform original works for an audience.

YEAR 4

Concepts

A. Rhythm
1. Music moves to a steady beat.
2. Beats may be strong or weak.
3. When beats occur in sets of 2's, 3's, or 4's, there is rhythmic organization.
4. An accent is a sudden stress in music. Beats may be grouped by accent.
5. Some music may have no steady beat.
6. A meter signature tells how many beats in a measure, and the kind of note which gets one beat.
7. Meter changes may occur in a piece of music.
8. Long sounds, short sounds and silences (rests) may be grouped to form rhythmic patterns which move to the beat.
9. Sounds and silences have duration which is relatively long or short (whole, half, quarter, eighth and sixteenth notes and rests.)
10. Dotted notes add special effects to rhythmic patterns.
11. Syncopation occurs when accents fall on beats which are usually unaccented.

B. Melody
1. Sounds may be high, middle or low.
2. Melody is a sequence of sounds moving up or down by steps, or skips or by repeating.
3. An interval is the space between two sounds.
4. An interval may be changed by an accidental.
5. Intervals give shape or contour to a melody.
6. Sounds may be arranged in scales.
7. Key signatures are related to scales.
8. A melody may have an ending or resting note (tonal).
9. Some melodies do not have an ending or resting note (atonal).
10. Melodies are related to key signatures.
11. Melody moves from left to right in printed music, and symbols show its direction.

C. Harmony
1. Two or more sounds can occur simultaneously.
2. Some sounds seem to belong together and are called chords.
3. Chords, I, IV, V and V_7 are used often to accompany melodies.
4. Major and minor chords have different sounds.
5. Chord changes can be heard to lead to a tonic (keynote) chord in major and minor keys.
6. Music may contain a melody alone, a melody with chords, a melody sung as a round, or a melody with a countermelody.

D. Form
1. Melodies form phrases.
2. A phrase is a musical sentence with a beginning and an ending.
3. Phrases organize music.
4. A cadence is the ending point of a phrase.
5. Some cadences are stronger than others.
6. Phrases may be repeated, or varied by changing some of their parts.
7. Sections may be identified by letters (AB, ABA, ABACA).
8. Repetition and contrast give unity and variety to form in music.
9. Introductions, interludes and endings (codas) are parts of music.
10. Repeat signs and first and second endings are found in music.

E. Expression
1. Music may be fast or slow and may change from one to the other gradually or suddenly (tempo).
2. Such terms as ritard, accelerando, allegro and andante refer to tempo.
3. Music may be soft or loud and may change from one to the other gradually or suddenly (dynamics).
4. Such terms as piano, crescendo, forte, descrescendo, refer to dynamics.
5. Music may be performed smoothly (legato) or with each note detached (staccato).
6. The human voice has different tonal qualities and is an expressive instrument.
7. Musical instruments have distinctive tonal qualities and may be grouped according to these.
8. Mood may be expressed in music.
9. The words of a song (text) are important to the understanding of the song.

F. Related Arts
1. In music, patterns are made by rhythms and melodies to be heard. In art, patterns are made by lines and shapes to be seen.
2. All of the arts use repeated ideas and contrasting ideas.
3. There are styles in all the arts.
4. Music may have a strong focus (key) for the ear, just as art uses a strong focus or centre of interest for the eye.
5. Stories and legends may be performed through the music of other cultures. Distinctive rhythmic and tonal qualities may be used.
6. Music describes other people in other times and places.

YEAR 4

Skills

A. Listening

Identify and compare environmental sounds.
Identify sounds of musical instruments.
Learn the four families of the orchestra — string, woodwind, brass, percussion.
Identify ranges of the human voice — soprano, contralto, tenor, bass.
Discover rhythmic and melodic patterns in music.
Identify phrases in music.
Identify tonic (keynote) chord and major and minor chords.
Discover tempo, tone color and dynamics.
Identify AB, ABA and rondo forms.

Find introductions, interludes and codas in music.
Identify repetition and contrast.
Listen to seasonal and holiday music.
Listen to music which tells a story.
Develop an understanding of music in other times and places, and be familiar with composers of that music.

B. Moving

Imitate environmental sounds in movement.
Respond to beat, accent, rhythmic pattern.
Use precise body movements to illustrate rhythmic and melodic patterns.
Create movement to illustrate phrase, repetition, contrast, AB, ABA and rondo patterns, introductions, interludes and endings (codas).
Learn many traditional folk dances.
Use body movement to illustrate poems, songs and stories.
Through movements, show awareness of changes in tempo, dynamics and mood.

C. Singing

Respond to tone-matching and echo singing games.
Recognize and respond to sol-fa hand signals.
Improvise and sing ostinato patterns.
Sing in tune with various instrumental accompaniments.
Sing in tune alone, or with others, unaccompanied.
Sing in tune with expression and enunciation many folk songs, 2 and 3 part rounds, simple descants.
Take turns conducting songs.
Develop ability to sing legato or staccato.
Be aware of changes in tempo, dynamics and mood while singing.
Develop awareness of the meaning of a song through its words (text).

D. Playing Instruments

Develop skill on as many as possible of the following instruments through Years 4, 5 and 6.
Rhythm Instruments — experiment with sound effects, accompany songs with appropriate instruments on the beat, accent and rhythmic pattern (words).
Create ostinato patterns.
Latin Instruments — use to accompany Latin-American songs. Observe syncopation and particular rhythmic patterns for this music.
Xlophones — tone-matching, scales activities, melodic ostinato patterns, song accompaniment.
Resonator (tone educator) bells — tone-matching, ostinato patterns, pentatonic melodies and accompaniment, chord-building.
Recorders — learn to play with good tone, developing ability to read music.
Ukuleles — learn basic chords and rhythms to accompany many songs.
Proceed to plucking melody notes.
Autoharp — learn basic chords and rhythms to accompany many songs.
Carl Orff instruments — through speech, rhythm, ear-training, and use of pentatonic scale, create own compositions.
Handbells — a very expensive, but beautiful, way to learn to read music.
Make own instruments — experiment with ways of making new string, woodwind, brass and percussion instruments.

E. Reading

Continue sol-fa training with hand signals.
Echo-clap and chant rhythmic patterns.
Read simple instrumental scores for rhythm and melody instruments.
Recognize notes and rest values and meter signatures 2/4, 3/4, 4/4, 6/8.
Understand dotted note patterns, even and uneven rhythms, syncopation.
Read chromatic signs, key signatures, scales.
Develop ability to notate own compositions.
Develop skill in writing rhythmic and melodic patterns from dictation.
Interpret chord symbols using bells, ukuleles, autoharp.

F. Creating

Create suitable sound effects for poems and songs.
Create new singing games and singing "conversations".
Make up new words to songs.
Invent introductions, interludes and codas for songs.
Dramatize songs and musical plays.
Invent new folk and square dances.
Create rhythmic and melodic ostinato patterns for poems and songs.
Improvise pentatonic accompaniment for poems and songs.
Create new music in a known form (AB, ABA).
Discover similar form in art, architecture.
Notate and perform original compositions.

YEAR 5

Concepts

A. Rhythm

Continue development of Concepts 1-11.
12. Rhythm uses beat, tempo, patterns, meter, long and short duration, syncopation.
13. Rhythmic patterns may be simple or complex.
14. Distinctive rhythmic patterns may be found in other cultures.

B. Melody

Continue development of Concepts 1-11.
12. Melody is the horizontal dimension of music.
13. The rhythm of a melody is determined by the duration of its tone.
14. A melody is changed when its rhythm is changed.
15. The structure of some melodies is harmonic.
16. Distinctive melodic patterns may be found in other cultures.

C. Harmony

Continue development of Concepts 1-6.
7. Harmony is the vertical dimension of music.

8. Voices with different pitch ranges may be combined to create harmony.
9. Tuned instruments may also be combined to create harmony.
10. Harmony and melody are closely related.
11. Harmony may accompany melody.

D. Form

Continue development of Concepts 1-11.
12. Music moves horizontally but may also move vertically when two or more sounds occur simultaneously.
13. A musical whole is made up of smaller sections which may be the same, varied or contrasting.
14. The construction of a piece of music is its form.
15. Form may reflect the style and period in which the music was written.
16. Musical form is found in dance.

E. Expression

Continue development of Concepts 1-9.
10. Modern composers have found new tonal qualities by using instruments in new ways, by inventing new instruments, or by changing sounds with tape recorders or electronic machines.
11. Dynamic contrasts add variety and expression to music.

F. Related Arts

Continue development of Concepts 1-6.
7. The music of other cultures can be simple or complex. Melody, rhythm, harmony, form and expression may illustrate cultural traditions and styles.
8. Ornamentation may be used in all of the arts.
9. Forms of art may contain realistic ideas or stories — program music, story dance, realistic art.
10. Forms of art may contain abstract ideas — absolute music, abstract dance, abstract art.

YEAR 5

Skills

A. Listening

Continue to develop skills acquired in Year 4.
Experiment with sound to find a variety of tonal qualities which may be combined.
Listen to electronic music.
Match names, sounds and pictures of many instruments.
Identify vocal forms — duet, trio, quartet, ensemble, male chorus, mixed chorus.
Identify instrumental forms of band, orchestra, duet, trio, quartet, ensemble.
Distinguish between absolute and program (descriptive) music.
Listen for musical form in ballet and folk dances.
Listen to music of other nationalities and cultures.

B. Moving

Continue to develop skills acquired in Year 4.
Develop a repertoire of many folk and square dances.
Respond to rhythms and melodies typical of other cultures.
Improvise movement to illustrate syncopation in music.
Create movement to electronic music.
Create movement to absolute music and program (descriptive) music.

C. Singing

Continue to develop skills acquired in Year 4.
Continue sol-fa training with hand signals.
Sing 3 and 4 part rounds and partner songs.
Sing the notes of major and minor chords.
Sing with good phrasing and careful enunciation simple part songs.
Continue to develop sensitivity to expression in music.
Develop a repertoire of folk songs from around the world.

D. Playing Instruments

Develop skill on as many as possible of the following instruments through Years 4, 5 and 6.
Rhythm Instruments — experiment with sound effects, accompany songs with appropriate instruments on the beat, accent and rhythmic pattern (words).
Create ostinato patterns.
Latin Instruments — use to accompany Latin-American songs. Observe syncopation and particular rhythmic patterns for this music.
Xylophones — tone-matching, scale activities, melodic ostinato patterns, song accompaniment.
Resonator (tone educator) bells — tone-matching, ostinato patterns, pentatonic melodies and accompaniment, chord-building.
Recorders — learn to play with good tone, developing ability to read music.
Ukuleles — learn basic chords and rhythms to accompany many songs.
Proceed to plucking melody notes.
Autoharp — learn basic chords and rhythms to accompany many songs.
Carl Orff instruments — through speech, rhythm, ear-training, and use of pentatonic scale, create own compositions.
Handbells — a very expensive, but beautiful, way to learn to read music.
Make own instruments — experiment with ways of making new string, woodwind, brass and percussion instruments.

E. Reading

Continue to develop skills acquired in Year 4.
Develop ability to read parts while singing or playing instruments.
Show recognition of phrases while singing or playing instruments.
Perform a variety of rhythms as read.
Recognize chord progression.
Be aware of repeat signs, endings, ties, slurs, accidentals.

F. Creating

Continue to develop skills acquired in Year 4.
Interpret the form of absolute music through creative movement or artistic design.
Interpret programme (descriptive) music through drama,

creative movement or artistic design.
Add original descants to songs.
Change songs from major to minor keys.
Vary meter signatures and add new rhythms and syncopations to songs.
Create new tempo and dynamics symbols for songs.

YEAR 6

Concepts

A. Rhythm

Continue development of Concepts 1-14.

15. Music always involves rhythm.
16. There are many kinds of rhythm.
17. Music contains an endless variety of rhythmic patterns.
18. Rhythm compositions can be created by combining simple patterns in various ways.
19. Polyrhythms are created when two or more contrasting rhythms occur simultaneously.

B. Melody

Continue development of Concepts 1-16.

17. A mode is a scale arrangement of tones, major or minor.
18. A pentatonic scale is a five-tone scale, containing no half-tones, using d, r, m, s, l. It may be heard on the piano by playing the black keys only — three, and then two.
19. A 12-tone row consists of all 12 tones found within an octave, arranged in any order before one is repeated.
20. Various scales give many possibilities for different-sound melodies.
21. Tonal music uses one scale at a time.
22. Polytonal music uses more than one scale at a time.
23. Atonal music uses an arrangement of equal tones with no one focus tone.
24. Melodies may be performed in many styles.

C. Harmony

Continue development of Concepts 1-11.

12. A melody may be harmonized in several ways.
13. When tones of a chord (such as 1-3-5) are heard in succession, they take on melodic structure.
14. When tones of a chord are in melody, that chord may be used as accompaniment.
15. Melodies having the same harmonic structure may be combined.
16. When a melody can be performed in two or more parts, starting at different points, it is a canon or a round.
17. When several individual melodies are performed simultaneously, polyphonic music results.
18. A tone cluster is a chord made up of three or more adjacent tones.
19. The harmonic nature of music may be influenced by its cultural origin.

D. Form

Continue development of Concepts 1-16.

17. Contrast in music may be made by changes in rhythm, melody, harmony, form and expression.
18. Monophonic music contains one melody.
19. Polyphonic music contains several melodies together.
20. Homophonic music contains a melody with harmony.
21. Music with a combination of these has a mixed texture.
22. Structural forms include AB (binary) AB (ternary), AABB, rondo, canon, theme and variations, ragtime, jazz and rock.
23. Longer forms of music such as the concerto and symphony, contain structures, such as ABA, found in shorter forms.
24. Improvising is a basic quality found in many forms of music.
25. In alcatoric music, ideas happen by chance instead of being planned in advance.
26. Contemporary notation of new musical forms may include shapes, designs and colors to be read for voices and instruments.

E. Expression

Continue development of Concepts 1-11.

12. The expressive intent of music may determine its appropriate tempo.
13. All sounds possess some degree of loudness or softness (dynamics).
14. Changes of dynamics and changes of tempo may be related to each other, as well as to melodic contour.
15. When themes are repeated or contrasted, variety may be achieved by the use of contrasting tone colors.
16. The words (text) and meaning of a song may be enhanced by its musical accompaniment.
17. Music reflects our feelings about holidays, seasons, our country, our culture and our beliefs.

F. Related Arts

Continue development of Concepts 1-10.

11. An opera is a drama set to music and sung with acting, scenery and an orchestral accompaniment.
12. A combination of balance and tension is found in all art forms, caused by a variety of forces and adding excitement to the arts.
13. It is important to use all our senses, our minds, and our feelings to determine how we value the arts in our lives.

YEAR 6

Skills

A. Listening

Continue to develop skills acquired in Years 4 and 5.
Listen to operetta, opera, ballet, oratorio, concerto and symphony form.
Identify binary (AB), ternary (ABA), rondo, canon, theme and variations, ragtime, jazz and rock form.
Be aware of the history of music in the twentieth century.
Listen to improvised and chance (alcatoric) music.
Compare electronic music to music performed by people and instruments.
Listen for changes in tempo, dynamics and tone color, and how they may affect rhythm, melody and harmony, as well as each other.
Experiment with a tape recorder to invent new tonal and rhythmic qualities in original compositions.

B. Moving

Continue to develop skills acquired in Years 4 and 5.
Create movement in round or canon form.
Create dance forms to ragtime, jazz and rock music.
Create and combine movement patterns to illustrate polyrhythms.
Take part in an aleatoric composition using "chance" movements.
Take part in school productions of operettas or musical plays.

C. Singing

Continue to develop skills acquired in Years 4 and 5.
Continue sol-fa training with hand signals.
Sing major, minor and modal songs.
Sing in tune 2, 3 and 4 part rounds and canons.
Sing with expression and good enunciation a repertoire of unison, descant and part songs.
Respond with confidence to a conductor's signals.
Develop skill in reading music and sight-singing.

D. Playing Instruments

Continue to develop skill on the instruments learned in Years 4 and 5.
Combine groups of instruments (such as recorders and Orff instruments) to gain skill in reading and performing more advanced scores.
Use one or more tape recorders to experiment with tonal and rhythmic qualities of instruments.

E. Reading

Continue to develop skills acquired in Years 4 and 5.
Identify major and minor scales.
Become familiar with modes.
Identify melodic patterns by notation and numbers.
Understand the function of key signatures.
Develop further the ability to write from dictation patterns including dotted notes and uneven rhythms.
Become familiar with the appearance of traditional and contemporary orchestral scores.
Interpret symbols of dynamics and tempo.
Attempt to write and perform a contemporary score including aleatoric (chance) possibilities.

F. Creating

Continue to develop skills acquired in Years 4 and 5.
Create polyrhythmic and polytonal compositions.
Use major, minor and modal keys to create new melodies.
Create pentatonic melodies and accompaniment.
Invent a twelve-tone composition.
Invent new canons and rounds.
Change chords to arpeggios to provide harmonic accompaniment (Alberti bass) to melodies.
Use tone clusters to accompany melodies.
Improvise new melody and rhythm from a known song.
Extend the known tonal and rhythmic ranges of melodies by using one or more tape recorders at different speeds.
Study electronic music through recordings, books, scores and films.
If possible, go to see and hear a synthesizer.
Create own traditional and contemporary scores to be performed.

D. LEARNING RESOURCES

1. Definitions

1.1 In terms of provincial policy, learning resources are those print, nonprint and electronic courseware materials used by teachers or students to facilitate teaching and learning.

1.2 **Prescribed Learning Resources** are those learning resources approved by the Minister as being most appropriate for meeting the majority of goals and objectives for courses, or substantial components of courses, outlined in provincial Programs of Study.

1.3 **Recommended Learning Resources** are those learning resources approved by Alberta Education because they complement Prescribed Learning Resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial Programs of Study.

1.4 **Supplementary Learning Resources** are those additional learning resources identified by teachers, school boards or Alberta Education to support courses outlined in the provincial Programs of Study by reinforcing or enriching the learning experience.

2. Prescribed Learning Resources

Silver Burdett Music, Grades 1-6 (GLC Publishers) 1976.

Exploring Music, Grades 1-6 (Holt, Rinehart & Winston) 1975.

New Dimensions in Music, Grades 1-6 (Van Nostrand Reinhold) 1976.

MATHEMATICS

The 1982 Elementary Mathematics Program of Studies is mandatory, beginning September, 1982.

Revisions to the 1977 program of studies have been ***minor*** *in nature. Mathematical skills, concepts and attitudes within the program are designed to form a minimum core program for the majority of Alberta students. Revisions to the program reflect many of the recommendations for school mathematics made by the National Council of Teachers of Mathematics. In addition, information gathered from school systems and provincial testing have helped guide the revisions made to the 1977 program.*

The five content strands of Numeration, Operations and Properties, Measurement, Geometry and Graphing have been retained. Greater attention is placed on problem-solving, geometry, SI metrication, decimals and mathematical applications. Minor shifting of subject matter has been made in an effort to balance content demands throughout the grades. Recognition has also been given within the program to the influence of technological advances such as the calculator and the computer.

A. RATIONALE AND PHILOSOPHY

The role of mathematics in our world is evident in all aspects of human endeavour. Whether used by the scientist or the grocer, the need to quantify information and to perform mathematical operations for the purposes of better understanding our world, and functioning therein, is readily obvious. From time immemorial mathematics has played, and will continue to play, an important role in the history of man's existence. For these reasons, mathematics is considered to be one of the "basics" of education.

The process of schooling, and education in general, must provide for opportunities to develop and extend mathematical competencies. These competencies include understanding of number and measurement concepts, facility in computational and graphing skills, understanding of geometric relationships, and the use of effective problem-solving processes. The Alberta elementary school mathematics program is designed to meet these needs through the inclusion of basic mathematical concepts, skills, and attitudes.

There is general agreement that mathematical concepts and skills have not changed significantly over the years. What has changed substantially, however, is our understanding and knowledge of how children learn mathematics. It is now widely accepted that elementary school children learn best when actively involved in the learning process. In recognition of this premise the elementary mathematics program encourages the use of manipulatives and student constructions as an important and necessary step in forming mathematical abstractions. This precept is reflected in the psychomotor component of the program and throughout the subject matter statements, all of which call upon the student to be an active participant in the learning of mathematical concepts.

Problem-solving, the ability to reason and apply mathematics in problem situations, is considered an integral part of the basic skills required for mathematical literacy. The ability to solve problems increases with importance in light of the rapidly changing demands of today's technological society. Mathematics plays an important role in developing within each student the problem-solving skills that will serve throughout life.

The influence and impact of micro-electronic technology on mathematics curriculum and instruction are only beginning to be felt. There is no doubt that computer and calculator technology will result in changes in the content of mathematics programs and the manner in which concepts are taught. The questions remaining are, what changes? How quickly? And what are the implications? In view of their potential, Alberta Education encourages teachers and schools to take full advantage of the benefits of calculators and computers.

B. GOALS AND OBJECTIVES

The goals of the elementary school mathematics program fall into two related categories, those dealing with the learner and those dealing with mathematical content. The program is designed to:

- Provide for the development of problem-solving skills. Four steps in the problem-solving process are:
  - i) Understanding the problem
  - ii) Developing a plan
  - iii) Carrying out the plan
  - iv) Looking back (evaluation).
- Provide for the development of psychomotor skills through:
  - i) Hand-eye coordination
  - ii) Manipulation
  - iii) Construction of spatial figures.
- Provide for the development and understanding of numeration, operations and properties, measurement, geometry and graphing through:
  - i) Mathematical literacy — receiving, understanding and using mathematical terms and symbols
  - ii) Arithmetic skills — the ability to recall basic mathematical facts and to compute
  - iii) Application — the ability to apply appropriate method and content to solve problems.
- Foster within the learner:
  - i) A sense of accomplishment and success with mathematics
  - ii) A positive attitude towards mathematics
  - iii) A positive attitude towards learning.

C. CONTENT

1. **Minimum Core Component**
The minimum core component of the program consists of mathematical concepts and skills that are designed to be achieved by the majority of students. The method and sequence of presentation may be modified to meet the needs of individual students, ability differences within classes, and classroom organization (e.g., gifted students, remedial students, combined grades).
The minimum core program should also allow for extension/enrichment and remedial activities in order to meet these needs.

2. **Extension/Enrichment Component**
Extension/enrichment activities should be provided for those students able to go beyond the minimum core expectations. This should be in the form of horizontal development of concepts at the given grade level, applications of mathematics, or the study of mathematical topics not covered in the program.

3. **Remediation Component**
Remediation requires continual assessment of student performance. As such, additional time and varied instruction may be necessary to fix or reinforce a concept or skill.

4. **Allocation of Time**
The recommended minimum time per grade is 200 instructional minutes per week. Additional time could be added to the mathematics program if religious studies and/or second languages are not a part of the school program.
Time should also be allowed for activity-based lessons to take place. This may require that occasionally the mathematics period will have to be extended.
The suggested weighting or emphasis to be placed on each strand is provided below. This may vary from grade to grade, or from class to class, depending on the needs of the student and class.
60% Numeration, Operations and Properties
10% Measurement
10% Geometry
10% Graphing
10% Extension/enrichment or remediation

5. **Program Elements**
The Elementary Mathematics Program of Studies is comprised of four main elements:
i) Problem-Solving Mathematics
ii) Psychomotor Skills
iii) Attitudes
iv) Mathematical Concepts

i) Problem-Solving Skills
Problem-solving skills are the processes involved in collecting, organizing and interpreting information gathered from the environment. The importance of these skills lies in their utility in obtaining and applying the most useful information toward answering questions and solving problems.
In the elementary mathematics program, development of problem-solving strategies is outlined for each grade level, maintained and extended to the next grade. Facility in problem-solving requires a wide repertoire of strategies and approaches.
The teaching for understanding of problem-solving skills must also consider the intellectual growth of the child. The processes included in the program recognize the various stages of development of the child through his elementary school years.
The following chart describes four basic steps associated with the problem-solving process. These steps include:
— Understanding the problem
— Developing a plan
— Carrying out the plan
— Looking back
Within each step are problem-solving strategies which assist in the thinking through, and the solving of problems. It is not intended that the total of these strategies be dealt with in the earlier grades. Teachers should consult the curriculum guide for grade by grade treatment of the problem-solving component.

STEPS IN THE PROBLEM-SOLVING PROCESS

UNDERSTAND THE PROBLEM	DEVELOP A PLAN	CARRY OUT THE PLAN	LOOKING BACK
Strategies	**Strategies**	**Strategies**	**Strategies**
1. Use Actions	1. Look for Patterns	1. Identify Objects	1. Check Groups Sorted
2. Interpret a Picture	2. Collect and Organize Data (tally and/or graph)	2. Use Organized Data	2. Discuss Solution
3. Identify Key Words	3. Act it Out	3. Continue the Pattern	3. Check the Pattern
4. Use Manipulatives	4. Use Manipulatives	4. Use Manipulatives to Show Solutions	4. Retell the Problem with Solutions
5. Ask Questions	5. Write a Number Sentence	5. Solve Using Mathematical Symbols	5. Account for Other Possibilities
6. Restate in Your Own Words	6. Choose the Appropriate Operation	6. Perform Actions in a Problem	6. Make and Solve Similar Problems
7. Identify Wanted and Given Information	7. Guess and Check	7. Interpret the Plan	7. Explain the Solution
8. Identify Needed Information	8. Identify Relationships	8. Identify Relationships	8. Check Solutions
9. Identify Extraneous Information	9. Sketch and Plan	9. Employ the Four Step Problem-Solving Approach	9. Find Another Way to Solve it
10. Change Your Point of View	10. Set up a Mathematical Condition	10. Interpret Formulas	10. Generalize Your Solution
11. Look for Hidden Assumptions	11. Do a Simpler but Related Problem	11. Make a Flow Chart	11. Verify Formulas
	12. Use Logic or Reason	12. Make a Diagram	
	13. Collect Outside Information		
	14. Exhaust all Possibilities		
	15. Devise a Formula		
	16. Work Backwards		

ii) Psychomotor Skills

Psychomotor skills involve coordination between the intellect and muscular movement. Development of these skills requires the handling and manipulating of a variety of materials.

Mathematical concepts are, by nature, abstract. For this reason it is necessary that children experience a variety of hands-on situations involving manipulations from which they can relate mathematical abstractions. For example, geometric relationships should first be taught through manipulation and construction of geometric shapes.

The following dimensions of psychomotor skill development should be provided for within the instructional process:

— Hand-eye coordination activities
— Activities that involve the handling and use of materials and equipment
— Construction of spatial figures and solids

iii) Attitudes

Attitudes often determine what we do in given situations. Whether we persevere with something difficult or give up trying, whether we consider something worth caring about or regard it as unimportant, relate to the attitudes we hold. The development of positive attitudes towards oneself and learning are primary goals of all school programs.

In the elementary mathematics program particular attention should be given to the development of:

— A positive self-concept
— A positive attitude to learning
— A positive attitude towards mathematics

iv) Mathematical Concepts (Subject Matter)

The five subject matter strands of the elementary mathematics program are: • Numeration, • Operations and Properties, • Measurement, • Geometry, and • Graphing. The elementary mathematics curriculum is designed to introduce concepts and skills at the most appropriate grade level, and to reinforce and extend them in later grades. The subject matter statements within each strand are not listed according to any suggested instructional order.

An integrated approach should be taken whereby basic concepts covered in one strand area are applied and reinforced in the other subject matter strands. The development of problem-solving skills and strategies should permeate all five strands.

- Numeration

  Numeration is basic to all of the other subject matter strands. This strand should first build on children's experiences with manipulatives prior to the introduction of abstract concepts.

  In the numeration strand the study of fractional numbers is limited to those fractions commonly encountered and those easily converted to decimal notation (halves, quarters, thirds, fifths, tenths, and hundredths). Decimal notation is introduced at the grade three level. Study of integers begins at the grade six level.

- Operations and Properties

  The operations and properties strand forms the basis for development and facility in mathematical computations. In this students are introduced to the concept of the four operations ($+$, $-$, $\times$, $\div$), symbolization, basic facts and then algorithmic processes.

  Operations with decimals begin in grade four. Computations with common fractions are NOT a part of the elementary mathematics program.

- Measurement

  The measurement strand develops the concept of length, area, volume, capacity and mass.

  Measurement involving non-standard units is introduced in the earlier grades, with study of standard units, and their symbols, progressively introduced in later grade levels.

  It is the policy of Alberta Education that the System International (S.I.) be the only system of measurement used in the schools of the province.

- Geometry

  Attributes of geometric shapes and spatial relationships form the basis of study in geometry. This strand builds on the child's intuitive concepts of geometric forms, moving from the concrete to the formal. This is accomplished in the program by first studying three-dimensional solids through moving, sorting, classifying, constructing and describing. A similar approach is taken with two-dimensional figures. Thus motion geometry, rather than geometry based on definition, is emphasized in the elementary school program.

- Graphing

  The graphing strand is intended to develop the skills of collecting, organizing, representing and interpreting data from the student's environment. A variety of graph forms is introduced ranging from simple pictographs to the more complex circle graph in the later grades.

The following pages outline the subject matter statements of the concept component of the program. These statements may be re-sequenced or re-grouped by the teacher as individual student or class needs dictate. The curriculum guide for elementary school mathematics provides additional comments that will assist the teacher in interpreting the intent or depth of coverage intended.

Subject Matter Statements

GRADE 1

Numeration:

i) Matches members of two sets and determines equivalent and non-equivalent sets.

ii) Describes number relationships: more, fewer, greater than, less than and equal to (no symbols).

iii) Associates a numeral with equivalent sets (0-10).

iv) Orders numbers (0-10).

v) Reads and writes numerals (0-100).

vi) Identifies the number of 10's and the number of 1's in any 2-digit number.

Operations and Properties:

i) Understands the process of addition and subtraction.

ii) Symbolizes addition and subtraction situations.

iii) Demonstrates mastery of the basic facts involving sums and minuends through 9.

Measurement:

i) Tells time to the hour.

ii) Recites and orders the days of the week.

iii) Compares two or more objects as shorter, longer, thinner, thicker, heavier, and lighter than.

iv) Estimates and measures using non-standard units of length, capacity and mass.

v) Identifies instruments for measuring length, capacity, mass, time and temperature.

vi) Recognize pennies, nickels, dimes and quarters, and states the value of each.

Geometry:

i) Classifies 3-dimensional objects according to various attributes.

ii) Recognizes and names: circle, square, triangle and rectangle.

Graphing:

i) Collects data from the immediate environment to construct graphs using pictures or objects and discusses the results.

GRADE 2

Numeration:

i) Identifies the cardinal number associated with a set of objects.

ii) Orders numbers and recognizes "betweenness" (0-100).

iii) Reads and writes numerals (0-999).

iv) Names and uses ordinals first to tenth.

v) Identifies the number of 100's, 10's and 1's in a given three-digit numeral.

vi) Identifies multiples by counting by 5's, 10's and 100's.

vii) Identifies, represents and writes proper fractions (halves, thirds, and quarters) in a concrete and pictorial setting.

Operations and Properties:

i) Symbolizes addition and subtraction situations.

ii) Understands the basis of the commutative property for addition.

iii) Understands the processes of multiplication and division.

iv) Demonstrates mastery of basic facts involving sums and minuends to 18.

v) Adds and subtracts to 99 without regrouping.

Measurement:

i) Tells time to the hour, half hour and quarter hour.

ii) Writes the hour, half hour and quarter hour using standard notation.

iii) Reads dates on the calendar.

iv) Recites months of the year in order.

v) Reads the Celsius thermometer to five-degree intervals.

vi) Estimates and uses standard units of length, capacity, and mass with correct symbols — m, cm, L, kg.

vii) Identifies appropriate measuring instruments for a given task.

viii) Counts a collection of coins up to 25¢.

ix) Gives equivalent value of coins up to 25¢.

x) Makes purchases up to 25¢.

Geometry:

i) Classifies 3-dimensional objects in relation to corners, edges and faces.

ii) Classifies 2-dimensional figures in relation to boundaries, corners and faces.

iii) Develops and continues patterns using 3-dimensional objects and 2-dimensional figures.

iv) Demonstrates symmetry through folding and cutting.

Graphing:

i) Constructs and interprets pictographs and simple bar graphs using data collected from immediate environment.

GRADE 3

Numeration:

i) Orders and determines "betweenness" of whole numbers (0-1 000) and understands symbols $>$, $<$ and $=$ to show relationships.

ii) Reads and writes numerals (0-9 999).

iii) Identifies multiples by counting by 2's, 5's, 10's, 25's, 100's (0-1 000).

iv) Identifies the number of 1 000's, 100's, 10's and 1's in a number.

v) Writes numbers in expanded notation (0-1 000) and vice versa.

vi) Identifies, writes and compares proper fractions from concrete and pictorial representation (halves, thirds, quarters, fifths and tenths).

viii) Reads and writes decimals from concrete and pictorial situations (tenths only).

Operations and Properties:

i) Identifies addition, subtraction, multiplication and division situations.

ii) Adds and subtracts two or three-digit numbers with and without regrouping.

iii) Symbolizes multiplication and division situations.

iv) Understands the commutative property of addition and of multiplication.

v) Identifies related sentences for addition, subtraction, multiplication and division.

vi) Understands the unique effect of 0 and 1 in addition and multiplication.

vii) Demonstrates mastery of basic facts involving sums and minuends to 18 and products and dividends to 45.

viii) Multiplies whole numbers by 10 and 100.

Measurement:

i) Tells and writes the time to the nearest hour, half hour, quarter hour and five-minute intervals.

ii) Orders months of the year.

iii) Reads the Celsius thermometer to one degree intervals and uses the symbol (°C).

iv) Counts collections of coins up to $1.00.

v) Makes purchases and change up to $1.00.

vi) Extends estimation and measurement to include the use of the standard units kilometre and decimetre with symbols km and dm.

vii) Uses standard measuring instruments (metre stick, litre container, mass scales, calendar, Celsius thermometer).

Geometry:

i) Classifies and identifies 3-dimensional objects and 2-dimensional figures.

ii) Constructs simple 3-dimensional objects.

iii) Constructs simple 2-dimensional figures.

iv) Identifies symmetric figures and draws lines of symmetry on 2-dimensional figures.

Graphing:

i) Identifies the axes.

ii) Collects data, and constructs pictographs and simple bar graphs.

iii) Interprets pictographs and simple bar graphs.

iv) Locates position of an object on a grid.

GRADE 4

Numeration:

i) Rounds whole numbers (limit: to the nearest thousand).

ii) Writes whole numbers in expanded notation and vice versa.

iii) Identifies and names place value of digits (0.01-99 999).

iv) Identifies, reads and writes a fraction to represent a point on a number line, a part of a region or a part of a set (emphasis on halves, thirds, quarters, fifths and tenths).

v) Identifies equivalent fractions.

vi) Reads, writes and orders whole numbers and decimals (0.01 - 99 999).

vii) Regroups tenths and hundredths.

Operations and Properties:

i) Adds and subtracts numbers using standard and expanded notation.

ii) Multiplies whole numbers by one and two-digit whole numbers. Estimates products.

iii) Writes related sentences for addition, subtraction, multiplication and division.

iv) Understands the associative property of addition and of multiplication.

v) Demonstrates mastery of basic facts for sums and minuends to 18 and products and dividends through 81.

vi) Divides one and two-digit whole numbers by a one-digit divisor (with and without remainders). Estimates quotients.

vii) Multiplies whole numbers by 10, 100, and 1 000.

viii) Adds and subtracts decimals to hundredths.

Measurement:

i) Reads and writes time to minutes.

ii) Reads Celsius thermometer, and determines reasonableness of readings to given situations.

iii) Extends estimation and measurement to include the use of the standard units of millimetre, millilitre and gram with symbols mm, mL, and g.

iv) Uses appropriate standard measuring units for length, capacity and mass.

v) Uses money (coins and bills) for purchasing and making change.

vi) Expresses linear measure to nearest tenth and hundredth of a metre.

Geometry:

i) Identifies properties of 3-dimensional objects and 2-dimensional figures.

ii) Constructs 3-dimensional objects and 2-dimensional figures.

iii) Determines whether or not a 2-dimensional figure is symmetric. Draws axes of symmetry.

iv) Translates (slides) and reflects (flips) concrete objects.

Graphing:

i) Constructs pictographs and bar graphs.

ii) Interprets pictographs and bar graphs.

iii) Writes coordinates as ordered pairs.

iv) Graphs ordered pairs.

GRADE 5

Numeration:

i) Identifies and names place value of digits (0.001 - 999 999).

ii) Rounds whole numbers (limit: to the nearest ten thousand).

iii) Rounds numbers to tenths and hundredths.

iv) Expresses and generates proportional ratios.

v) Solves for the missing numeral in proportional ratios without using cross-products.

vi) Expresses tenths, hundredths, and thousandths as fractions or decimals.

vii) Generates equivalent fractions for halves, quarters, fifths, tenths and hundredths.

viii) Regroups tenths, hundredths, and thousandths.

ix) Reads, writes and orders whole numbers and decimals (0.001 - 999 999).

Operations and Properties:

i) Adds and subtracts whole numbers. Estimates sums and differences.

ii) Demonstrates mastery of basic facts.

iii) Multiplies whole numbers using one, two and three-digit multipliers. Estimates products.

iv) Divides whole numbers using one and two-digit divisors. Estimates quotients.

v) Multiplies and divides whole numbers and decimals by 10, 100 and 1 000.

vi) Adds, subtracts and multiplies decimals (sums, differences and products to thousandths).

vii) Divides decimals by one-digit whole numbers.

Measurement:

i) Reads and writes time to seconds.

ii) Reads the 24-hour clock.

iii) Extends estimations and measurements including tonne and its symbol t.

iv) Reads distances according to a scale.

v) Draws 2-dimensional figures to scale using grid paper.

vi) Uses appropriate standard measuring units for length, capacity and mass.

vii) Understands the system of metric prefixes including use of symbols.

kilo - (k)
hecto - (h)
deca - (da)
BASIC UNIT
deci - (d)
centi - (c)
milli - (m)

viii) Expresses linear measures in expanded form.

ix) Expresses equivalent linear measures.

x) Finds perimeter of polygons without using formulas.

xi) Finds area of polygons without using formulas.

xii) Finds volume of rectangular solids without using formulas.

Geometry:

i) Constructs and draws 2-dimensional figures.

ii) Distinguishes 2-dimensional figures as similar, congruent or neither.

iii) Identifies and draws translations (slides), reflections (flips) and rotations (turns), of 2-dimensional figures.

iv) Tests congruency of polygons using translations, reflections and rotations.

v) Names corresponding sides and vertices of congruent polygons.

vi) Identifies and names line segments, lines, rays and angles.

Graphing:

i) Constructs pictographs, bar and line graphs.

ii) Interprets and solves problems using pictographs, bar, line, and circle graphs.

iii) Reads and writes coordinates from a graph.

iv) Graphs ordered pairs.

v) Generates ordered pairs from a given relationship.

GRADE 6

Numeration:

i) Identifies and names place value to billions (0.0001 - 1 000 000 000).

ii) Writes decimal numerals using expanded notation.

iii) Rounds numbers (0.0001 to 999 999 999).

iv) Identifies and uses proportional ratios.

v) Expresses halves, quarters and fifths as fractions or decimals.

vi) Expresses fractions and decimals as percents and vice versa.

vii) Identifies and orders integers.

viii) Reads, writes and orders whole numbers and decimals (0.0001 - 1 000 000 000).

Operations and Properties:

i) Adds and subtracts whole numbers and decimals. Estimates sums and differences.

ii) Demonstrates mastery of basic facts.

iii) Multiplies whole numbers and decimals using one, two and three-digit multipliers. Estimates products.

iv) Divides whole numbers and decimals using one, two and three-digit whole number divisors.

v) Divides whole numbers and decimals using one decimal place divisors.

vi) Checks multiplication by division and division by multiplication.

vii) Mentally computes simple addition, subtraction, multiplication and division.

viii) Calculates averages and percentages.

Measurement:

i) Finds perimeter of polygons with and without formulas.

ii) Finds area of triangles and rectangles using formulas.

iii) Finds volume of rectangular solids using formulas.

iv) Reads and determines distances according to a scale.

v) Draws diagrams according to a scale.

vi) Reads the 24-hour clock and writes corresponding time notation.

vii) Understands and uses the system of metric prefixes including use of symbols: kilo, hecto, deca, BASIC UNITS, deci, centi, milli.

viii) Expresses equivalent measures within units of length, capacity, mass and time with symbols.

ix) Measuring angles.

Geometry:

i) Constructs and draws prisms, pyramids, cones and cylinders.

ii) Draws and identifies radius, diameter and circumference.

iii) Translates, rotates, reflects, and enlarges 2-dimensional figures.

iv) Identifies and tests congruency using translations (slides), reflections (flips) and rotations (turns).

v) Names corresponding sides, vertices, angles of congruent polygons.

vi) Identifies and names intersecting lines, parallel lines, perpendicular lines and angles.

Graphing:

i) Constructs pictographs, bar and line graphs.

ii) Interprets and solves problems using pictographs, bar, line and circle graphs.

iii) Locates points in all four quadrants.

iv) Generates and graphs ordered pairs from a given relationship (no negative numbers).

D. PRESCRIBED RESOURCES

All of the prescribed resource alternatives contain more material than is required by the minimum core component. In some strand areas the prescribed resources may not cover a particular concept to the extent required by the program of studies. The program of studies rather than the prescribed resources determines the content of the elementary mathematics program. Suggestions for extension/enrichment and remediation are provided with each of the prescribed resources.

The four prescribed resource alternatives are:

1. *Holt Mathematics System*, Bye, M.P., et al, Holt, Rinehart and Winston, Toronto, Ontario, 1980.
2. *Houghton Mifflin Mathematics*, Kelleher, H.J., et al, Houghton Mifflin Canada, Markham, Ontario, 1982.
3. *Mathways*, Bates, W.W., et al, Copp Clark-Pitman, Toronto, Ontario, 2nd Edition, 1980.
4. *Starting Points in Mathematics*, Bornhold, D.L., et al, Ginn and Company, Scarborough, Ontario, 1981.

SCIENCE

The Program of Studies for Elementary School Science has been approved for use in Alberta Schools on a mandatory basis, effective September, 1982.

A. PROGRAM RATIONALE AND PHILOSOPHY

Rationale

Children live in a vast, interesting and expanding world of science and technology. New discoveries, new dimensions of human endeavor and new understandings replace the "facts" of yesterday. Our rapidly changing society produces new information faster than ever before. Such changes influence educational practices and in particular the approach to science education in the elementary school.

In the past, education has tended to focus on teaching facts to children. While this is a natural and obvious goal of education, it does not represent the total educational program. The development of proficiency in learning by using and understanding process skills is also an important aspect of science education. The process skills of science (e.g., to observe carefully, to collect pertinent data, to make logical inferences, etc.) are consistent with the learning skills which are necessary in each child's education. The science curriculum should, therefore, reflect the importance of process skills in its program and instruction.

Although instruction in learning processes is important, it should not be emphasized to the exclusion of science concepts. Data and scientific concepts are also necessary ingredients of an inquiry approach to science. Science is at one and the same time a body of knowledge and a process of inquiry. In addition, the learning of process skills and concepts requires the development of psychomotor skills and attitudes toward science.

Philosophy

Elementary science should provide children opportunities to extend their curiosity and to learn about the natural world through a series of planned learning experiences. By offering a diversity of interesting and challenging experiences, the science program will involve children directly in activity, observation and learning. It is through direct learning activities that children develop proficiency with the process skills of science and improve their abilities to think critically. By placing emphasis on these skills, the science program will help the child to evaluate and assimilate information rather than just accumulate it. Thus, the program should emphasize ways of gaining and processing information rather than learning information itself. Content serves as the subject matter for activities through which skills may be developed.

At the Division One level, the elementary science program recognizes that the child is in transition through the initial stages of intellectual development. The program provides opportunity for children to interact with their environment, to discover relationships and to make simple generalizations. The intent of the program at this level is to encourage and stimulate children's natural curiosity through exploration and discovery while emphasizing the communication skills to express their ideas and to learn from others.

At the Division Two level, the program prepares the child for more formal learning by introducing concepts at a more advanced level. The program maintains its emphasis on the development of the process skills with students actively participating in "hands on" learning experiences. A variety of topics from the life, physical and earth-space sciences are built into the core program to provide a broad framework of experiences. The program at this level also places an emphasis on the environment and on energy resources with a view to using them responsibly.

B. GOALS AND OBJECTIVES

The elementary science program is designed to contribute to the achievement of the overall objectives for science in Alberta.

1. To develop the ability to inquire and investigate through the use of science process skills.
2. To promote assimilation of scientific knowledge.
3. To develop attitudes, interests, values, appreciations, and adjustments similar to those which are recognized as appropriate to the scientific endeavor.
4. To develop an awareness and understanding of the environment with positive attitudes and behaviours toward its use.
5. To develop an awareness of the role of science in the causes and resolution of some current social problems.
6. To promote awareness of the humanistic implications of science.
7. To promote an understanding of the role that science has in the development of societies and the impact of society on science.
8. To contribute to the development of vocational knowlege and skill.

C. CONTENT

1. PROGRAM STRUCTURE

Core-Elective Format

The program of studies consists of core and elective components. The core program consists of skills, concepts and attitudes that are to be learned and developed by all elementary school students in Alberta. The suggested allocated time for teaching the core program should range between 60-70% of the total time allotted for science instruction.

The elective component provides an opportunity for teachers to choose from a variety of topics in order to complete the program in the time given to elementary science. Teachers may select from chapters designated as elective in text programs, appropriate commercially available units of study, and locally developed units. The intent of the elective component is to provide teachers with greater flexibility in planning their programs to meet student needs and to utilize local resources.

2. RECOMMENDED MINIMUM TIME ALLOTMENT

The chart below describes the recommended minimum time allotment for elementary science:

Grades 1 and 2:	75 minutes per week
Grades 3 to 6:	100 minutes per week

Note: The core component of the elementary science program should be covered within the minimum time allotment. Schools not offering religious instruction or instruction in a language other than English may increase the minimum time for science, or any other subject(s) for an additional 300 minutes per week.

3. PROGRAM ELEMENTS

The elementary science program is comprised of four main elements: process skills, psychomotor skills, attitudes, and science concepts.

a) **Process Skills**

The teaching of science as inquiry is the basic instructional strategy recommended in the Alberta elementary science curriculum. The strategy encourages the child to be actively involved in the learning process — not simply a passive listener or reader. Reading and listening are only two of the many ways of gaining information and, while they are skills worthy of being developed, the study of science involves development of other useful skills as well.

The principal goal of the elementary science program then, is the development of inquiry skills, also commonly referred to as the process skills. Through these skills, the child collects and processes information from the environment. The importance of these skills lies in their utility in obtaining and applying the most useful information toward answering questions and solving problems.

b) **Psychomotor Skills**

Psychomotor skills include those skills which involve a coordination between the intellect and muscular movement. In the science program, psychomotor skills are involved in handling and manipulating a variety of materials such as water, sand, rocks, soil, magnets, magnifiers, electrical equipment and living things. In some cases, the skills involve very specific movements requiring careful hand and eye coordination (e.g. measuring activities using balances, metre sticks, graduated cylinders and thermometers). In other cases, the movements are more large muscle based and simply learned (e.g. feeling objects for texture, pouring liquids and judging the mass of an object by its heft).

c) **Attitudes**

Attitudes often determine what we do in given situations. Whether we try something or give up, whether we consider something worth caring about or unimportant; all of these are based on attitudes. The development of strong positive attitudes towards self and subject matter is one of the main goals of all school programs, and elementary school science.

d) **Science Concepts** (Subject Matter)

The elementary science program of studies focuses upon three major concept areas:

i) Matter and Energy
ii) Living Things and Environments
iii) Earth, Space and Time

For each division, topics of study (subject matter) have been identified for each of the concept areas. The student will have an opportunity to develop an understanding of the nature of the world through the study of concepts in life science, physical science and earth-space sciences.

The topics of study are intended to serve as a general survey of the concept areas identified. The intent is to provide students with an introductory understanding of certain aspects of the concept area without delving into great detail or emphasis on abstract ideas. The developmental level of the student must be a prime consideration when presenting concepts that are of an abstract nature. Wherever appropriate the subject matter should be introduced through an activity based experience.

Many of the concepts introduced in the elementary science program are further developed, extended, or maintained in the junior high science program. It is at the junior high grades or higher, in particular, where concepts can be dealt with in a more abstract or complex manner.

e) **Division Specific Objectives**

The program of studies defines the skills, content and attitudes to be developed and acquired at the end of each division. Hence, the curriculum is division specific and not grade specific. This has been done to allow for greater choice in the selection of prescribed resources.

f) **Relative Emphasis of Program Elements**

The following chart suggests the relative emphasis to be accorded to each of the program elements for Division One and Two Science.

Program Elements	Division One	Division Two
Process Skills	55%	50%
Psychomotor Skills	10%	10%
Attitudes	15%	10%
Subject Matter (Concepts)	20%	30%

Content specifications for the elementary science program are available from the Curriculum Branch, on request.

4. PROGRAM CONTENT

DIVISION ONE — CORE

PROCESS SKILLS:

Observing, Measuring, Classifying, Communicating, Inferring, Predicting.

The major emphasis of the Elementary Science program is on the development of the process skills.

PSYCHOMOTOR SKILLS:

Development of the motor-perceptual skills (e.g. eye-hand coordination, small muscle control) through direct manipulation and effective use of apparatus.

Psychomotor Skill areas:
1. Manipulation
2. Constructing
3. Spatial relations

ATTITUDES:

- An awareness, appreciation and interest in the environment, and the need to display a responsible attitude toward its preservation.
- An appreciation of the beauty, uniqueness and interdependence of all living things.
- An appreciation of science and the scientific enterprise in terms of the impact it has made on our lives.
- An interest in the value of science as a means of understanding the world.
- An awareness of and concern for the responsible use of energy resources.

I: MATTER AND ENERGY

CONCEPT AREA:

A. PROPERTIES OF OBJECTS

Descriptive Statement

Objects can be identified, grouped and ordered on the basis of physical properties such as colour, size, shape, texture, taste, mass, volume, smell, sound . . . Students use their senses to compare and group objects.

Subject Matter

1. Objects exhibit a number of properties.
2. Properties of objects can be determined through the use of the senses (touch, hearing, taste, smell, sight).
3. Colour, shape, size, texture, hardness and mass are properties of samples of matter.
4. Objects can be compared, ordered and classified according to one or more properties.

B. PROPERTIES OF MATTER

Descriptive Statement

Matter occupies space, has mass and can be classified into three distinct forms (solids, liquids, gases). When matter changes form its properties are altered. Students observe and describe matter and its changes.

Subject Matter

1. Samples of solids have distinct properties: (a) they tend to retain their shape; (b) they can be poured only if in small pieces; (c) they have measurable mass.
2. Some solids can be classified as metals.
3. Some solid materials float in water or sink in water.
4. Some solids dissolve readily in water; others do not.
5. Some solids are attracted by magnets, others are not attracted by magnets.
6. Magnets either attract or repel other magnets.
7. Liquids have distinct properties: (a) they take the shape of the container; (b) they can be poured; (c) they can form drops.
8. Liquids vary in the degree of specific properties such as: (a) colour; (b) transparency to light; (c) viscosity; (d) density.
9. Gases have distinctive properties: (a) occupy space; (b) exert pressure; (c) have mass; (d) are not necessarily odorless and colourless.
10. Matter can undergo changes (e.g. heating, cooling, freezing, melting).

C. ENERGY

Descriptive Statement

Heat, light, sound, electricity are common forms of energy. Students infer the presence and transfer of energy by observing interactions. The sun is identified as the primary source of the earth's energy.

Subject Matter

1. There are different forms of energy, (e.g. heat, light, sound, electricity).
2. Temperature is a measure of heat energy and can be measured with a thermometer.
3. Change of heat energy generally causes matter to expand or contract.
4. The sun is a source of light and heat.
5. Plants and animals use energy from the sun.
6. Humans can exhibit behaviours that conserve energy in their environment (home, school).

II: LIVING THINGS AND ENVIRONMENTS

CONCEPT AREA:

A. LIVING THINGS

Descriptive Statement

Objects can be classified as living or non-living according to certain characteristics. Students observe, describe and compare living and non-living things.

Subject Matter

1. Things can be classified as living or non-living on the basis of the following characteristics:
   (a) living — need food and water, grow, die, reproduce.
   (b) non-living — do not need food, do not grow, do not die, do not reproduce.
2. Living things can be classified according to properties (e.g. method of locomotion, habitat, food gathering, structure, life cycle).

B. PLANTS AND ANIMALS

Descriptive Statement

Plants and animals grow, require food, water and air, and respond to their environment. Students observe, measure and describe changes in growth, and identify factors necessary for life.

Subject Matter

1. Plants are living things: (a) which require water and sunlight (for most plants), (b) which grow, (c) need soil or other sources of nutrients.
2. Seeds have certain requirements for growth and are dispersed in many ways.
3. Plants differ from animals in specific ways, relative to how they obtain food, react to stimuli, and move.
4. Animals are living things which: (a) grow, (b) feed on other animals and plants, (c) move, (d) reproduce.
5. Animals (e.g. families, species) have similar and different characteristics.
6. Domestic animals require care to meet their needs.
7. Plants and animals respond to stimuli in their environment (light, moisture, temperature, food).
8. Plants and animals live in many different habitats within an environment.
9. Young plants resemble their parents. Some animals reproduce young which resemble their parents. Other animals do not resemble their parents until mature.

C. POPULATIONS

Descriptive Statement

Populations are groups of organisms that grow and develop in a certain environment and are in a constant state of change. Students construct habitats (terrariums or aquariums) to observe and describe interacting populations and change.

Subject Matter

1. The term "population" describes a group of organisms of the same kind in a particular environment.
2. The place of a population is its habitat.
3. Populations in a particular habitat form a community.
4. Populations are in a state of change. They are affected by:
   (a) environmental factors (moisture, temperature, light);
   (b) other populations (e.g. predators, man).

D. ENVIRONMENT

Descriptive Statement

Through outdoor studies and interaction with their environment, students should develop an awareness and sensitivity toward the environment and motivation for actively participating in its protection and improvement.

Subject Matter

1. The environment can be classified as man-made and natural.
2. Humans can change the environment in many ways.
3. It is important to protect and maintain the environment.
4. The environment plays an important role in our lives.

III: EARTH/SPACE/TIME

CONCEPT AREA:

A. POSITION AND DIRECTION

Descriptive Statement

Position of an object is located in terms of distance and direction from a reference object. Students describe and measure the position (distance, direction) of an object.

Subject Matter

1. An object's position, size and direction can be described by the terms: up/down, forward/back, right/left, short/tall, in/out, near/far, and above/below.
2. The position of an object is determined relative to arbitrarily chosen reference points.
3. An object's position can be determined by using a simple grid.
4. Distance can be measured using standard and non-standard units.

B. ORDER AND TIME

Descriptive Statement

Events occur and change in a particular order of sequence having varying durations of time. Students describe and measure changes that take place over time in objects and in the environment.

Subject Matter

1. Some changes occur in a regular pattern and can be ordered, e.g. seasons (plant and animal growth).
2. Some changes are reversible (e.g. freezing, melting) and others are not (e.g. rusting, rotting).
3. Some changes occur slowly and others rapidly.
4. Weather can exhibit different kinds of change.
5. Various changes occur in the environment over time (e.g. effects of erosion, decomposition, weathering).

DIVISION TWO — CORE

PROCESS SKILLS:

Observing, Measuring, Classifying, Communicating, Inferring, Predicting, Controlling Variables, Interpreting Data, Experimenting, * Defining Operationally, *Formulating Models, * Formulating Hypotheses.

The major emphasis of the Division Two core program is on the development of the process skills.

*To be introduced with lighter emphasis.

PSYCHOMOTOR SKILLS:

— development of the motor-perceptual skills (e.g. eye-hand coordination, small muscle control) through direct manipulation and effective use of apparatus

e.g. metre sticks
tape measures
magnets
simple balances
hand lens
thermometers
microscopes
simple hand tools

— ability to construct and use simple apparatus and instruments

e.g. anemometers
wind direction indicators
clinometers
measuring instruments

— ability to construct or assemble equipment to pursue projects of special interest

e.g. electric quiz boards
simple electric motors
aquariums
terrariums
stream tables
pinhole cameras

— ability to calibrate measuring instruments

ATTITUDES:

— An awareness, appreciation and interest in the environment, and the need to display a responsible attitude toward its preservation.
— An appreciation of the beauty, uniqueness and interdependence of all living things.
— An appreciation of science and the scientific enterprise in terms of the impact it has made on our lives.
— An interest in the value of science as a means of understanding the world.
— An awareness of and concern for the responsible use of energy resources.

I: MATTER AND ENERGY

CONCEPT AREA:

A. CHANGES IN MATTER

Descriptive Statement

Changes in matter can be classified as physical changes or chemical changes. Students observe, infer and describe these changes. Students observe and perform tests to identify the distinguishing properties of solids, liquids and gases and classify matter on the basis of these properties.

Subject Matter

1. Physical changes alter such properties as size, shape, form, colour. These changes are usually reversed.
2. Chemical changes produce new materials with different properties. Some chemical changes can be reversed but most are more difficult (e.g. burning).
3. Materials can be classified as acids, bases or neutral by their effect upon indicators such as litmus or bromothymol blue (BTB) solution.
4. Liquids differ in properties such as density, cohesiveness, surface tension.

B. SOUND

Descriptive Statement

Vibrating matter causes sound. Students observe and describe conditions necessary to produce sound and manipulate variables that cause changes in sound.

Subject Matter

1. Sound is caused by vibrations.
2. The pitch of a sound is determined by the number of times an object vibrates in a given time (frequency).
3. Sound becomes less audible as the distance between the observation and the source increases.
4. Solids generally conduct sound better than liquids or gases such as air.
5. Some materials vary in their ability to conduct or absorb sound.
6. Noise pollution is a serious problem and can be controlled.

C. LIGHT

Descriptive Statement

Light is a form of energy that tends to travel in straight lines and can be reflected, refracted and absorbed. Through the use of lenses, mirrors and prisms, students observe and describe the behaviour of light (optics).

Subject Matter

1. An object may be seen when it reflects light.
2. Light tends to travel in straight lines.
3. Some objects produce their own light.
4. Light becomes less intense as the distance between the observation and the source increases.
5. The colour, lustre and composition of material affects the degree to which it reflects or absorbs light.
6. Lenses and prisms can be used to concentrate or disperse light.
7. White light is a combination of light of all colours of the spectrum.
8. A beam of light can be reflected or refracted.
9. Objects can be classified as transparent, opaque or translucent.

D. ELECTRICITY

Descriptive Statement

Electrical energy can be transformed into other energy forms. Students construct simple circuits and manipulate variables to infer the path that electricity travels.

Subject Matter

1. When some materials are rubbed together, the materials receive an electrical charge.
2. An object that has an electrical charge can attract or repel another charged object.
3. There are two different kinds of electrical charges (a positive charge and a negative charge).
4. Electrical charges moving through a conductor form an electrical current.
5. An electrical current can be produced by chemical means.
6. Simple electrical circuits can be constructed using a bulb, wire and a cell.
7. In a simple circuit certain variables can be manipulated (number of bulbs, cells, thickness and length of wire).
8. Circuits can be open (incomplete) or closed (complete).
9. Certain materials are better conductors of electrical energy than others (conductors, non-conductors).

E. MAGNETISM

Descriptive Statement

Magnetism is a property of some materials. Students will observe and describe properties of magnets and distinguish between materials that are attracted by magnets and those that are not.

Subject Matter

1. Some materials are attracted by a magnet and others are not.
2. Magnets have two poles.
3. Unlike poles of any two magnets attract, while like poles repel.
4. The strength of magnets (magnetism) can be increased.
5. Some materials (common iron and steel) can be magnetized.
6. When an electrical current passes through a coiled wire it produces an electro-magnet.
7. The magnetic field extends beyond the magnet itself.

F. HEAT

Descriptive Statement

Heat is a form of energy that can produce changes in the properties of matter. Students manipulate heat variables that affect matter and use thermometers to measure heat change.

Subject Matter

1. Heat energy passes through some materials easily (conductors) and not so easily in others (insulators).
2. Heat gain or loss can be indicated using a thermometer.
3. Heat energy transfers from warmer objects to cooler objects.
4. The kind of matter and its colour are variables that affect the rate of heat energy transfer.
5. Conduction and convection are two ways heat energy can be transferred.
6. Contraction or expansion of matter and other physical changes are caused by gain or loss of heat energy.

G. ENERGY RESOURCES AND CONSERVATION

Descriptive Statement

The world's energy resources are in limited supply and should be conserved. Students examine renewable and non-renewable energy resources and man's consumption of energy.

Subject Matter

1. Energy resources can be classified as renewable and non-renewable.
2. Energy exists in many forms (e.g. light, heat, chemical, nuclear).
3. Alberta has a number of major energy resources (coal, sunshine, oil, natural gas).
4. Our lifestyle and consumer behaviour determine our use and misuse of energy sources.
5. Alternative energy resources (e.g. solar, wind, biomass, thermal, nuclear) exist in addition to the fossil fuels.
6. There are advantages, disadvantages, problems, costs and risks associated with all energy resources.
7. Energy can be conserved in many ways (e.g. recycling and reuse of waste products, change in consumer demands, change in lifestyle, change in technology).
8. New sources of energy will be required in the future (e.g. fusion, gasohol).
9. Society must examine the "trade-offs" that are part of our energy consuming lifestyle.
10. Our use of energy can have adverse effects on the environment (extraction, production, consumption, waste energy).

II: LIVING THINGS AND ENVIRONMENT *

CONCEPT AREA:

A. ENVIRONMENTAL FACTORS

Descriptive Statement

Organisms live where environmental factors are suited to their needs. Students manipulate such variables as moisture, temperature and light and describe and infer their effect on a population.

Subject Matter

1. Organisms respond to environmental factors of light, temperature and moisture.
2. Organisms live in habitats that have factors favourable to their survival.

B. ADAPTATIONS

Descriptive Statement

Adaptations allow plants and animals to survive in their environment. Students examine structural and behavioural adaptations.

Subject Matter

1. Camouflage is one kind of adaptation.
2. Structural and behavioural adaptations enable organisms to survive in their environment.
3. Some organisms develop through stages of a life cycle with each stage exhibiting special adaptations.
4. Organisms show behavioural adaptations to environmental changes (e.g. migration, hibernation).

C. ECOSYSTEMS

Descriptive Statement

Living and non-living things interact in an ecosystem. Interacting populations (communities) require matter and energy from the environment for survival. Students examine food chains, food webs and various cycles (life, energy) that are part of an ecosystem.

Subject Matter

1. Organisms interact within a community.
2. Populations of animals depend on other populations for food: (a) the plant eaters (herbivores), (b) the animal eaters (carnivores).
3. Some animals interact in a predator-prey relationship.
4. Food is cycled within an environment (producer-consumer-decomposer).
5. Populations interact with each other in food chains and more complex food webs.
6. Green plant populations are classified as producers.
7. Human populations are consumers.
8. Populations compete for the things they require to sustain life.
9. The living and non-living parts of an environment make up an ecosystem.
10. Populations change in response to changes in the ecosystem.

* Supplement with Flora and Fauna of Alberta Heritage Learning Resources Kit.

D. ENVIRONMENT

Descriptive Statement

Man's use of land, air and water can create complex problems. The student infers and describes man's influences (positive and negative) on the environment.

Subject Matter

1. Living things survive when they adapt to changes in their environment.
2. Some living things have adapted to man and some have been endangered by his actions.
3. The earth is a closed system with the exception of exchange of energy with space.
4. Man's influence on the environment has been positive and negative (e.g. chemicals capable of pest control and improved soil fertility are also capable of being harmful to the environment).
5. People need to examine solutions for environmental problems and consider steps to improve the quality of the environment.
6. Man's future will be influenced by his present consumer behaviour and interaction with the environment.

III: EARTH/SPACE/TIME

CONCEPT AREA:

A. WEATHER

Descriptive Statement

Weather consists of interacting factors such as temperature, pressure, precipitation and humidity. Students observe, measure, record and predict weather conditions and changes.

Subject Matter

1. Weather consists of interacting factors such as temperature, pressure, precipitation and humidity.
2. Weather factors can be measured in many ways (e.g. thermometers, anemometers, barometers, rain gauges).
3. Clouds require certain conditions for their formation.
4. Wind is caused by the movement of air masses.
5. Rain is formed when many small cloud droplets coalesce.
6. Warm air rises when it is pushed up by cooler, heavier air.

B. WATER AND LAND

Descriptive Statement

Moving water erodes and changes the land over time and water is recycled within the earth-atmosphere system. Students describe the water cycle in terms of evaporation, condensation, precipitation and run-off.

Subject Matter

1. Moving water erodes and changes the land over time.
2. Many geological formations (e.g. oxbows, deltas) are as a result of the force of moving water.
3. Soils differ in their capacity to retain or hold water.
4. The water cycle plays an important role in maintaining the earth's surface water.
5. The water cycle is affected by weather conditions.
6. Water is a precious natural resource that should be conserved and kept unpolluted.
7. Reduced water quality in oceans, seas, rivers, lakes can be a serious problem to the environment and mankind.

ELECTIVES

A. NATURE OF THE ELECTIVE:

1. The elective portion of the program should comprise approximately 40% of the instructional time allotted for elementary science.
2. The elective portion of the program can be covered on a regular basis throughout the school term (e.g. once a week, twice a month) or be consolidated into larger blocks of time (e.g. 2 week units).
3. The content of the elective may be:
   (a) an extension of the subject matter in any of the core topic areas.
   (b) a content area not prescribed as a core topic area but covered by the text series being used.
   *(c) locally developed units as determined by the teacher or school system.
   *(d) determined by student and/or teacher interest.

** The Flora and Fauna of Alberta Kit can be resequenced for use as elective topics.*

B. SUGGESTED ELECTIVE TOPICS:*

Topic	Suggested Division
1. Trees	Division 1 Division 2
2. Mapping	Division 1 Division 2
3. Winter Studies	Division 1 Division 2
4. Crystals	Division 1 Division 2
5. Rocks and Minerals	Division 1 Division 2
6. Soil Studies	Division 1 Division 2
7. Indepth Life Studies, e.g. fish, reptiles, insects, birds, mammals, dinosaurs, plants	Division 1 and Division 2
8. Dinosaurs	Division 1
9. Fossils	Division 2
10. Environmental Studies	Division 1 and Division 2
11. Space Travel Flight	Division 1 Division 2
12. Microscope Studies	Division 2
13. Light and Shadows	Division 1 Division 2
14. Astronomy	Division 2
15. Simple Machines	Division 1 Division 2
16. Projects — collections — Science Fair — constructing models — care of living things — consumer product testing — student interest	Division 1 Division 2

* *See Section* **D. Learning Resources** *for Suggested Resources.*

D. LEARNING RESOURCES

1. Definitions

1.1 In terms of provincial policy, learning resources are those print, nonprint and electronic courseware material used by teachers or students to facilitate teaching and learning.

1.2 **Prescribed Learning Resources** are those learning resources approved by the Minister as being most appropriate for meeting the majority of goals and objectives for courses, or substantial components of courses, outlined in provincial Programs of Study.

1.3 **Recommended Learning Resources** are those learning resources approved by Alberta Education because they complement Prescribed Learning Resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial Programs of Study.

1.4 **Supplementary Learning Resources** are those additional learning resources identified by teachers, school boards or Alberta Education to support courses outlined in the provincial Programs of Study by reinforcing or enriching the learning experience.

2. Prescribed Learning Resources

The accompanying prescribed learning resources have been categorized into four alternatives each with varying emphasis on student activities and on the need for equipment and facilities. Three of the four resources are textual in nature, the fourth alternative provides for a multi-resource approach.

Resource Alternative One:
Science — Houghton Mifflin, 1979.

Resource Alternative Two:
Stem Science — Addison Wesley, 1980. French edition — *Le Chemin de la Science* — Addison Wesley, 1975.

Resource Alternative Three:
Exploring Science — Doubleday, 1977.

Resource Alternative Four:
Selected titles from a number of publishers — please consult the **Interim Curriculum Guide** for listings.

3. Suggested Learning Resources for Elective Topics

Topic	Suggested Division	Suggested Resources
1. Trees	Division 1	*Budding Twigs - ESS* *Trees - 5/13* *Forest Appreciation - WEDGE*
	Division 2	*Trees - EYE* *Budding Twigs - ESS* *Studies for Woodlands - Ryerson* *Flora & Fauna Kit* *Seeing Through Trees - WEDGE*
2. Mapping	Division 1 Division 2	*Mapping - ESS* *Mapping Small Places - EYE*
3. Winter Studies	Division 1	*Snow and Ice - EYE* *Miniclimates - EYE*
	Division 2	*Snow and Ice - EYE* *Miniclimates - EYE* *The Snow Book - WEDGE*
4. Crystals	Division 1 Division 2	
5. Rocks and Minerals	Division 1 Division 2	*Rocks and Charts - ESS* *Rocks and Charts - ESS*
6. Soil Studies	Division 1	*There's Dirt In The Forest - WEDGE*
	Division 2	*Studying Soil - Ryerson* *Running Water - EYE* *Grounds for Erosion - WEDGE*

Topic	Suggested Division	Suggested Resources
7. Indepth Life Studies, e.g. fish, reptiles, insects, birds, mammals, dinosaurs, plants	Division 1 and Division 2	*Flora & Fauna Kit* *Question Mark Trail* *Trees - 5/13* *Eggs and Tadpoles - ESS* *Small Creatures* *Dandelion - EYE* *Studying Mammals - Ryerson* *Studying Insects - Ryerson* *Studying Birds - Ryerson* *Studying Plants - Ryerson* *Mealworms - EYE* *Brine Shrimp - ESS* *Birds - EYE* *Life of Beans and Peas - ESS* *Microgardening - ESS* *Minibeasts - 5/13 Series* *The Jolly Green Classroom - WEDGE*
8. Dinosaurs	Division 1	*Texts and library references*
9. Fossils	Division 2	*Texts and library references*
10. Environmental Studies	Division 1 and Division 2	*Tracks - ESS* *Pond Water - ESS* *Studies for Open Places - Ryerson* *Studies for Woodlands - Ryerson* *Studying Streams - Ryerson* *Flora & Fauna Kit* *Miniclimates - EYE* *Ecology of Your Community - EYE* *Pollution - EYE*

Topic	Suggested Division	Suggested Resources
		Minibeasts - 5/13 *Stream Tables - ESS* *Running Water - EYE* *The Pond Book - WEDGE* *The Creek Book - WEDGE* *Science on a Kite String - WEDGE* *There's Dirt In The Forest - WEDGE* *Cast Your Class to the Wind - WEDGE*
11. Space Travel	Division 1	*Texts and library references*
Flight	Division 2	*Texts and library references*
12. Microscope Studies	Division 2	*Small Things - ESS* *Microgardening - ESS* *Cells - text resources*
13. Light and Shadows	Division 1 Division 2	*Light and Shadow - ESS* *Optics - ESS*
14. Astronomy	Division 2	*Daytime Astronomy - ESS* *Astronomy - EYE* *Text resources*
15. Simple Machines	Division 1 Division 2	*Text resources* *Text resources*
16. Projects — collections — Science Fair — constructing models	Division 1	*Drops, Streams and Containers - ESS* *Pendulums - ESS* *Time - 5/13*
— care of living things — consumer product testing — student interest	Division 2	*Batteries and Bulbs II - ESS* *Science On A Kite String - WEDGE* *Classroom Cameras - WEDGE* *Kids and Kites - WEDGE*

SOCIAL STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Social Studies is the school subject in which students learn to explore and, where possible, to resolve, social issues that are of public and personal concern.

1. History, Geography, and the Social Sciences

History, geography, and the social sciences provide the content for inquiry into social issues. These disciplines enable students to bring to the process of social inquiry a better understanding of their cultural heritage, their natural environment, the society in which they live, and the complexity of the human experience. History, in particular, integrates much of human experience and provides an essential base for the understanding of contemporary social issues.

2. Citizenship

Effective citizenship is the ultimate goal of social studies. The value, knowledge, and skill objectives of the Alberta Social Studies Curriculum are designed to help students develop intellectual independence, moral maturity and more effective involvement in the political, economic and social affairs of their communities. These characteristics, it is believed, will be required for effective community, Canadian and world citizenship in the coming decades.

The Alberta Social Studies Curriculum recognizes the current concern of most Canadians that students be given opportunities to become more knowledgeable about their country's history, geography, government, and economy. The allocation to Canadian Studies in the 1981 Alberta curriculum represents about 60% of the total prescribed content.

B. GOALS AND OBJECTIVES

1. Interrelatedness of Objectives

The objectives of the 1981 Alberta Social Studies Curriculum presume that students can, and should, acquire characteristics of intellectual independence, sensitivity to their human and natural environments, moral maturity and effective participation in community affairs.

To ensure the development of these characteristics, the objectives of the social studies curriculum are organized around three types of objectives.

- VALUE OBJECTIVES: understanding of, and sensitivity to, the value positions of oneself and others, and the ability to resolve conflicts of competing values;
- KNOWLEDGE OBJECTIVES: the acquisition of significant ideas from the past (history) and the present (geography and the social sciences), as well as from relevant aspects of art, literature and music; and
- SKILL OBJECTIVES: specific competencies that are required to conduct research at all stages of the inquiry process and to participate purposefully with other people in democratic action.

As can be seen in the definitions that follow, and in specific statements of prescribed objectives for grade level topics, the three types of objectives are substantially interrelated and overlapping.

2. Value Objectives

Values are basic or fundamental ideas about what is important in life; they are standards of conduct which cause individuals, groups and nations to think and act in certain ways.

For all topics in the Alberta Social Studies Curriculum, prescribed value objectives encompass three aspects of students development.

- Development of understanding of distinctive human values.
- Development of competencies in processes of value analysis, decision-making, and moral reasoning.
- Development of positive attitudes towards self, others and the environment.

3. Knowledge Objectives

To be an effective citizen, one needs to be informed. Only by knowing their world can people exercise even partial control of that world. Because the pool of knowledge is always growing and changing, effective citizens must have both the commitment and the skills to modify and extend their knowledge continuously.

Prescribed knowledge objectives for social studies topics encompass three levels of organization: facts, concepts, and generalizations. Prescribed concepts and generalizations tend to reflect broad human processes and relationships. Prescribed factual knowledge, by contrast, tends to be drawn directly from history, geography or the social science disciplines. Facts that are prescribed for grade level topics are identified within the structure of a question format entitled **Questions to Guide Inquiry**. In formulating the "Questions to Guide Inquiry" component of knowledge objectives for grade level topics, care has been taken to ensure that significant factual information will be attained by students, and a variety of levels of thinking processes encompassed.

The process of developing, testing and substantiating (or falsifying) generalizations is amongst the most important qualities of true inquiry. The Alberta Social Studies Curriculum emphasizes the place of generalizations in the structure of knowledge, and the importance of students developing their own generalizations from concepts and factual information.

4. Skill Objectives

Skill objectives for the Alberta Social Studies Curriculum include both inquiry and participation skills. Inquiry skills encompass eight "areas" of research, representing the major steps in a generalized model of social inquiry. This model can be expanded or modified in numerous creative ways to suit specific topics, disciplinary emphasis, resources and student maturity. Participation skills comprise four "areas" of skills and can be developed throughout the process of inquiry.

Within each topic, some skill areas are emphasized (those in standard type). Skills listed in italics may be given less emphasis for that topic. It should be noted that each area of skill objectives is prescribed for emphasis at least once for each grade.

INQUIRY SKILLS

Skill Area One: IDENTIFY AND FOCUS ON THE ISSUE

- Identify the elements of the social issue (e.g., value, factual, definitional, policy elements and competing values)
- Describe the social issue in terms meaningful to students
- Paraphrase the issue from different sources, or expressions of opinion

Skill Area Two: ESTABLISH RESEARCH QUESTIONS AND PROCEDURES

- Hypothesize possible solutions
- Formulate appropriate research questions to guide information gathering
- Select appropriate techniques and resources for research

Skill Area Three: GATHER AND ORGANIZE DATA

- Read and interpret:
  - print materials (contemporary and historical)
  - maps and globes
  - graphs
  - tables
  - charts and timelines

— Interview
— Survey
— Observe and listen to:
  individuals and groups of people
  audiovisual materials
— Conduct participant observation
— Record by:
  outlining
  paraphrasing
  tabulating
  mapping
  charting (retrieval, etc.)
  diagramming
  sketching and painting
  graphing
  note making

Skill Area Four: ANALYZE AND EVALUATE DATA

— Categorize data
— Compare and contrast data
— Explain discrepancies in viewpoints, positions and arguments
— Evaluate bias and emotionalism, subjectivity and objectivity
— Infer reason for varying perspectives
— Discriminate relevant from irrelevant data

Skill Area Five: SYNTHESIZE DATA

— Develop concepts
— Formulate generalizations
— Relate causes and effects
— Summarize information

Skill Area Six: RESOLVE THE ISSUE

— Formulate alternative solutions
— Analyze values underlying each alternative
— Predict the consequences of each alternative
— Evaluate alternatives and make a policy decision based on:
  adequacy of supporting evidence
  logical consistency of arguments
  priority of personal values
  priority of social values

Skill Area Seven: APPLY THE DECISION

To help students develop skills in active civic participation, it is desirable to have them become involved in some form of real life application of the decision reached.

While the concept of active involvement is encouraged as a significant aspect of education for active citizenship, the role of the teacher in helping students organize and implement social action projects is one requiring a strong sense of responsibility. It requires sensitivity to the maturity of students, to the expectations of parents, to institutional norms, and to democratic processes. Because of the need for sensitivity in carrying out this type of learning experience, social action is not prescribed but is encouraged where possible, given the above cautions.

Therefore, skills prescribed for grade level topics incorporate criteria for planning to apply decisions, but do not prescribe social action strategies or situations.

Specifically, as students and teachers consider whether to implement the action component of the Alberta Social Studies Curriculum, they should:

— Consider the feasibility and desirability of applying the decision in some form of action
— Create a plan of action to apply the decision (e.g., work for an improved school or classroom environment; provide services to a community group on a close interpersonal basis; express ideas in social settings, or participate actively in a political process). In particular, students should be encouraged to regard their school as a real and viable social institution and to find ways to improve school life.
— Apply the plan (if feasible and desirable):
  in the classroom
  in the school
  in the broader community

Skill Area Eight: EVALUATE THE DECISION AND THE PROCESS

— Judge the worthwhileness of the consequences of the decision:
  to self
  to others
— Examine the appropriateness of the action
— Assess the suitability of the process to the issue and resources
— Decide whether to culminate inquiry, or to continue it

PARTICIPATION SKILLS

In a complex, democratic society it is desirable for citizens to become competent in working with others to resolve social issues and to implement decisions they have reached. Working together depends upon competence in several kinds of skills, including those outlined below.

Skill Area One: COMMUNICATE EFFECTIVELY

— Express ideas clearly and succinctly, orally and in writing
— Support ideas logically
— Adapt a communication on the basis of:
  size of audience (e.g., individual, small group, class or community)
  age of audience
  purpose of message (e.g., formal or informal)

Skill Area Two: INTERPRET IDEAS AND FEELINGS OF SELF AND OTHERS

— Listen to the expression of ideas and feelings of others
— Understand and empathize with the dilemmas and decisions of others
— Interpret feelings from verbal and non-verbal cues

Skill Area Three: PARTICIPATE IN GROUP WORK AND DECISION-MAKING

- — Choose an appropriate model for decision-making in class and small group situations (e.g., consensus, majority rule, authority) and apply appropriate rules for procedure
- — Apply alternate roles as leader or follower in a group
- — Prepare a position in understandable and persuasive terms
- — Organize activities to promote group goals
- — Negotiate (including bargain, trade, confront, compromise) to influence others to a certain position, or to build consensus
- — Provide support in furthering group goals

Skill Area Four: CONTRIBUTE TO A "SENSE OF COMMUNITY"

- — Demonstrate a sense of sharing of group goals and aspirations
- — Assist in group projects, both in and outside the classroom, to help others achieve a sense of belonging and mutual trust
- — Take steps to establish cross-age, cross-cultural, cross-sex, etc., relationships both in and outside the classroom.

C. CONTENT

Core/Elective Components

Like other subjects in Alberta schools, social studies has core and elective components.

The mandatory core comprises 75% of the program and is represented by the topics and statements of objectives that follow. The elective portion occupies 25% of the program. Topics and issues for the elective portion are to be chosen by teachers and students, preferably in consultation with parents and community groups and agencies. Elective topics should help students develop an understanding of current concerns at local, provincial, national and international levels.

GRADE ONE
FAMILIES

TOPIC A: ME AS AN INDIVIDUAL

This topic will provide opportunities for students to become aware of how they are like others physically, emotionally and socially, as well as some of the ways in which they are unique individuals.

In some ways people are unique and have no choice about the degree to which they are like others. In other ways, such as the manner in which emotions are expressed, people do have a choice. In such instances students should explore the issue "Should I be like others?"

Competing Values and Social Issue

Group Acceptance/Independence
Should I be like others?
Examples: a) when deciding how to have my hair cut . . . (physical me)
b) when deciding how to express my feelings . . . (emotional me)
c) when working and playing . . . (social me)

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify feelings and emotions which underlie the actions of self and others. — *When do you feel happy? Nervous? Lonely? Sad? Afraid? Do other people have feelings too?* 2. Describe physical, emotional and social actions which indicate preference for the values of group acceptance and independence. — *What are some things that we do in order to be like others (physically, emotionally, and socially)? What are some things that we do in order to show that we can do things by ourselves?* **2. Develop Competencies** 1. In moral reasoning, by assessing an action in terms of its consequences to self and others. — *If you carry out your plan of action what will be the results for you? For other people? Do you like these results? Are you happy with the decision that you made?*	**1. Generalization** Each person has some needs and characteristics that are unique and others that are common to all people. An individual's self-concept affects the way in which each person thinks and acts. **2. Concepts** 1. Me 2. Others 3. Needs 4. Like 5. Different	**1. Develop Inquiry Skills** 1. *Focus on the social issue by discussing it with the class.* 2. *Establish research questions such as "How are we all the same? How am I different from others?"* 3. Gather and organize data by — observing and listening for information about physical, social and emotional characteristics. — recording information on personal growth patterns by putting a series of photos/pictures in sequence on a chart. 4. Analyze and evaluate data by comparing and contrasting points of view in a class discussion about ways in which individuals are similar and different. 5. Synthesize data by — listing and grouping examples and non-examples in order to develop concepts such as "needs". — formulating a generalization about similarities and differences among human beings.

3. **Develop Attitudes**
   1. Of self-worth, by forming positive feelings about the human body and its functions.
   2. Of empathy for others, by recognizing that everyone has feelings and emotions.
   3. Of appreciation of others, by recognizing the importance of family members and friends in helping each other.

3. **Questions to Guide Inquiry**
   1. How am I the same as others (physically, emotionally, and socially)?
   2. How am I different from others (physically, emotionally, and socially)?
   3. What do I do with my leisure time?
   4. What things do I do best? How do I feel about myself when I've done my best?
   5. How do I choose my friends?
   6. How do I help others?
   7. How do I show others I care?

   6. *Resolve the issue by evaluating alternatives about when to be like others and when to be different.*
   7. Apply the decision by considering ways and means of changing some aspect of one's physical, social or emotional self, if this is deemed desirable.
   8. *Evaluate the process of inquiry by considering what one learned about oneself and others.*

2. **Develop Participation Skills**
   1. Communicate effectively by expressing ideas orally and pictorially about physical, social and emotional self.
   2. Interpret one's own feelings by identifying situations that make one feel sad, happy, angry, etc.
   3. *Participate in group work and decision-making.*
   4. *Contribute to a "sense of community" by assisting other students in completing assigned tasks.*

GRADE ONE
FAMILIES

TOPIC B: ME IN MY FAMILY

This topic provides opportunities for students to inquire into situations that family members encounter because of the multiple roles they play in satisfying needs and wants. The different types of family structures that exist in our society — such as nuclear, extended, single parent, and foster parent — should be considered in planning and teaching this unit. Adaptations that result from changes in family structure or roles should also be explored. Because of the nature of the content, this topic must be treated with particular sensitivity.

Competing Values and Social Issue

Equal Treatment/Allowing for Differences
Should family members be treated alike?
Examples: a) when there is work to be done
b) when physical well-being is of concern
c) when establishing family rules
d) if family circumstances change; e.g., if a new baby is born, or if the family has to move.

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Describe behaviours of family members which indicate equal treatment and which allow for differences. — *Are there some ways in which members of your family are treated in the same way? Are there some ways in which individual members of your family are treated differently?* **2. Develop Competencies** 1. In decision-making, by formulating alternative responses which reflect different value positions. — *Given a particular situation (e.g., when there is work to be done), how would work be shared in the family if that family believed strongly in treating people in the same way (equality)? How would work be shared if that family believed strongly in allowing for individual differences?*	**1. Generalization** All families have certain basic needs which may be satisfied in different ways, reflecting factors such as changing roles, responsibilities and family structures. **2. Concepts** 1. Family 2. Family structure 3. Needs 4. Wants 5. Responsibilities 6. Role	**1. Develop Inquiry Skills** 1. Focus on the issues by describing what the problem as presented in pictorial or dramatic form appears to be. 2. Formulate research questions and procedures by discussing and recording suggestions about how information on family roles, responsibilities and structures might be found. 3. Gather and organize data by — observing and listening to audiovisual materials. — interviewing each other in pairs, using questions provided by the teacher, to get information on roles and responsibilities in various families. — recording information on family structures and roles in a sketch of one's own family. 4. Analyze and evaluate data by sorting into groups pictures depicting similar family structures.

3. Develop Attitudes

1. Of self-worth, by recognizing that children can assume important responsibilities.
   — *What are some household chores with which you can help?*
2. Of appreciation of others, by recognizing the efforts of other family members in fulfilling their roles and responsibilities within the family.
   — *Can you think of a nice way of thanking other family members for something they have done for the family, without them catching you doing it?*

3. Questions to Guide Inquiry

1. What are some different types of family structures?
2. What are some roles and responsibilities of family members?
3. What are a family's basic needs?
4. What are the differences between needs and wants?
5. How could changes in family structure affect the roles and responsibilities of family members?

5. Synthesize data by selecting examples and non-examples of families from pictures of groups of people, and identifying necessary criteria for a family.
6. *Resolve the issue by deciding upon a distribution of responsibilities that would be fair to everyone in the family.*
7. *Apply the decision about how work should be shared by discussing it with parent(s).*
8. *Evaluate the decision in terms of how it would affect family members, and whether this would be beneficial from others' perspectives.*

2. Develop Participation Skills

1. *Communicate effectively by expressing and supporting an opinion about roles and responsibilities of family members.*
2. *Interpret ideas and feelings by discussing the dilemmas others face in managing family responsibilities.*
3. Participate in group work by negotiating, under teacher direction, job distributions within the classroom that would be fair to everyone.
4. Contribute to a "sense of community" by demonstrating a willingness to share ideas, materials and tasks.

GRADE ONE
FAMILIES

TOPIC C: CANADIAN FAMILIES

This topic provides students with their first formal orientation to Canada as a multicultural society. The common elements of family life should be explored, as well as the unique traditions of families with different cultural and ethnic backgrounds. The families to be studied should be chosen according to the interests of the teacher and students and according to the learning resources that are available.

Competing Values and Social Issue

Tradition/Adaptation
Should we encourage Canadian families to retain their traditional way of doing things?
Examples: a) language
b) food
c) clothing
d) special days/celebrations

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify and describe ways in which families show that they value being like other Canadian families. — *What do different Canadian families have in common? What reasons do families have for doing things in the same way as other Canadians? What do these reasons tell us about what is important to them?* 2. Identify and describe ways in which families show that they consider the preservation of some cultural and ethnic traditions to be important. **2. Develop Competencies** 1. In decision-making, by deciding whether or not Canadian families should be encouraged to retain traditional ways of doing things. — *Am I willing to experiment with a variety of foods from different cultural and ethnic traditions?*	**1. Generalization** Although they meet many of their needs in the same ways as the majority of Canadian families, some Canadian families satisfy certain needs in ways that reflect their cultural and ethnic origins. **2. Concepts** 1. Traditions 2. Customs 3. Celebrations 4. Sharing 5. Adaptation **3. Questions to Guide Inquiry** 1. What are the cultural origins of my family? 2. What are the cultural origins of families selected for study? 3. Do most Canadian families have similar lifestyles? For example, do they eat similar foods? Do some Canadian families eat special foods related to their cultural origins?	**1. Develop Inquiry Skills** 1. *Focus on the issue after examining similarities and differences among Canadian families.* 2. *Establish research questions and procedures by hypothesizing (making guesses) about ways in which Canadian families are the same and different in terms of cultural origins, foods eaten, etc.* 3. Gather and organize data by — observing and listening to audiovisual materials showing how Canadian families are the same or different. — recording on a map/globe the countries from which various families originated. 4. Analyze and evaluate data by explaining reasons for differences in views about retaining traditional ways of doing things. 5. Synthesize data by summarizing information about Canadian families and generalizing about similarities and differences.

— *How much variety would there be in a cookbook if it only included recipes for foods with which I am familiar and which I like? What would likely happen to me if I tried foods with which I was unfamiliar?*

3. Develop Attitudes

1. Of appreciation for Canada's multicultural heritage, by participating in special cross-cultural activities at school or in the community.

4. What languages are spoken by members of selected Canadian families?
5. What jobs do members of Canadian families have inside and outside the home?
6. How do Canadian families have fun?
7. What special days and holidays do nearly all Canadian families observe? What special days are celebrated by some Canadian families because of their cultural origins?

6. Resolve the issue by discussing the question, "Should families be encouraged to retain traditional ways of doing things?"
7. *Apply the decision by considering how Canadian families could retain their traditions, or acquire those of other ethnic/cultural groups.*
8. Evaluate the process by deciding whether it would be fun to extend the study to include additional ethnic/cultural groups.

2. Develop Participation Skills

1. *Communicate effectively by describing similarities and differences among the cultural and ethnic heritages of students in the class.*
2. Interpret feelings of others by expressing how others feel about following cultural traditions.
3. Participate in group decision-making by using majority rule as a means of reaching a class decision.
4. *Contribute to a "sense of community" by assisting in group projects to demonstrate shared traditions in Canada, as well as some that are unique.*

TOPIC A: EXPLORING MY OWN NEIGHBORHOOD

GRADE TWO
PLANNING NEIGHBORHOODS AND LOCAL COMMUNITIES

This topic focuses on aspects of community life that are significant in the lives of young children. These include human and physical characteristics of the neighborhood, facilities and services available in neighborhoods, and some of the ways in which rules and laws are used to protect people's rights and freedoms. Rules and laws that are pertinent are those that may directly affect students' welfare, such as those pertaining to bicycle riding, behaviour in school, control of pets, construction sites, and riding on farm vehicles. Students should also assess what constitutes responsible behaviour in situations not covered by formal rules or regulations (e.g. behaviour on the neighborhood playground).
Note: Historical study of the local community will be done in Grade 3.

Competing Values and Social Issue

Personal Freedom/Social Orderliness and Safety
What rules should we have in our community?

VALUE OBJECTIVES

Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*

1. **Develop Understanding of Values**
   1. Identify classroom, school and community rules that reflect a primary concern for safety.
      — *What are some examples of rules that we have mainly for safety?*
   2. Identify classroom, school and community rules that reflect a primary concern for the rights of individuals.
      — *What are some examples of rules that we have mainly to protect individual rights (e.g., to express one's views in class; to protect one's own possessions)?*
   3. Identify classroom, school and community rules that reflect a primary concern for social orderliness.
      — *What are some examples of rules that we have to ensure that things run smoothly (e.g., walk on the right side of the hall; limit of one or two library books at a time)?*

KNOWLEDGE OBJECTIVES

Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.

1. **Generalization**
   Life in a community is affected by the facilities and services that are available and by the ways in which people support the rules and laws of the community.
2. **Concepts**
   1. Community
   2. Location
   3. Services
   4. Facilities
   5. Rules
   6. Laws
3. **Questions to Guide Inquiry**
   1. Where is my community located in relation to nearby communities and prominent landmarks?
   2. Where is my community located in relation to other communities in Alberta and the rest of Canada?
   3. What are the physical features of my community? What are the man-made features?

SKILL OBJECTIVES

Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.

1. **Develop Inquiry Skills**
   1. Focus on the issue by examining the values underlying particular rules in the classroom, school and community.
   2. *Establish research questions by identifying and recording questions about the school/community which pertain to the issue.*
   3. Gather data by
      — reading and interpreting simple maps to determine the relative location of objects in the classroom, school and/or community.
      — interviewing persons to whom specific rules apply.
      — obtaining and reading library resources that deal with rules in various social situations.
   4. Analyze and evaluate data by
      — comparing points of view on the need for particular rules in the school or local community.

2. Develop Competencies

1. In moral reasoning, by assessing one's preferred rules in terms of their consequences for self and others. (Universal Consequences Test)
   — *What rules should we have in our community? Is the rule good only for me? Is this a good rule for other children? For adults? What would happen if everybody followed the rule? Am I happy with those results? Do I still think the rule is a good one or should it be changed?*
2. In decision-making, by assessing one's preferred rules in terms of feasibility or practicality.
   — *Is there a reason why people might not be able to follow this rule? Do most people follow this rule? Why or why not? If most people cannot or do not follow a rule, do I still think the rule is a good one or should it be changed?*

3. Develop Attitudes

1. Of positive self-concept, by viewing oneself as an effective citizen capable of examining classroom, school and community rules.
   — *Is there anything I can do to show that I agree disagree with a rule?*
4. What facilities and services are provided to meet the needs and interests of the people in my community?
5. What rules and laws apply in various places in my local community, such as on the streets, in school, in stores, on the playground, or on the farm?
6. Who made these rules or laws? Why do these people make the rules or laws?
   — categorizing rules and laws according to where they apply in the local community (school, home, streets, playgrounds, etc.)
5. Synthesize data by
   — formulating a generalization about the need for some rules in helping people to live and work together.
   — considering the effects of "unfair" rules in new situations, e.g., games.
6. *Resolve the issue by formulating alternative solutions to issues involving rules.*
7. *Apply the decision by presenting a set of school or community rules, agreed on by the class, to other members of the school/community for their reaction.*
8. *Evaluate the decision by listing the positive and negative effects on self and others if the set of rules is acted upon.*

2. Develop Participation Skills

1. *Communicate effectively by expressing ideas clearly and succinctly when speaking to children/adults about school/community rules.*
2. *Interpret the reactions and feelings of others regarding a set of school/community rules agreed on by the class.*
3. Participate in group decision-making by contributing to a class discussion of when it is appropriate to use majority consent in classroom affairs.
4. Contribute to a "sense of community" by sharing in the development of a set of school/community rules that the majority find acceptable.

TOPIC B: CANADIAN COMMUNITIES TODAY

GRADE TWO
PLANNING NEIGHBORHOODS AND LOCAL COMMUNITIES

In this topic, students compare aspects of lifestyles in Canadian communities of different population densities. Types of communities to be studied should be selected from the following: an inner city community (e.g., highrise complex), a suburb, a rural town, an acreage development, a farming area with limited facilities, an isolated outpost. The students' own neighborhoods should be included as examples of the types of local communities studied for comparison purposes.

Competing Values and Social Issue

Privacy/Sociability
How should people in different Canadian communities use their "space"?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Describe situations in which people prefer privacy, and situations in which they prefer sociability or friendliness. — *If you wanted to be alone or apart from your neighbors, how could you do that in each of the communities studied?* — *If you wanted to be with your neighbors, how could you do that in each of the communities studied?* 2. Infer the relationships between various community characteristics and the values of privacy and sociability. — *How would you design a community for people who thought that privacy was really important?* — *How would you design a community for people who thought that being with their neighbors was really important?* — *How would you design a community for people who wished to be alone sometimes and with other people at other times?*	**1. Generalization** The population density of a community affects the lifestyles of the residents. **2. Concepts** 1. Lifestyle 2. Space 3. Population density (crowding) 4. Privacy 5. Friendliness	**1. Develop Inquiry Skills** 1. *Focus on the issue by identifying values in conflict in the construction of a new facility, e.g., highrise, school, playground, or shopping center.* 2. *Establish research questions by hypothesizing about the effects of population density on people's lives in different types of communities in Canada.* 3. Gather and organize data by — reading and interpreting simple references to find out how people's lives are affected by differing amounts of living space. — recording information on a class retrieval chart about selected Canadian communities. 4. Analyze and evaluate data by comparing written and visual information on selected Canadian communities and by explaining differences in lifestyles between communities that have different densities of population.

2. Develop Competencies

1. In value analysis, by classifying communities in terms of opportunities they provide for privacy and sociability.
   - — *In which communities is it easiest to be sociable with neighbors? In which communities is it hardest?*
   - — *In which communities is it easiest to be sociable with neighbors? In which communities is it hardest?*
2. In decision-making, by choosing between the conflicting values of privacy and sociability, and designing a community which reflects that choice.
   - — *If you had to choose between a community in which people valued privacy and one in which people valued being sociable, which would you prefer? How would you design a community which best expresses how you feel about the importance of privacy and of being sociable? What could we do about our classroom community to reflect your value preference?*

3. Develop Attitudes

1. Of self-competence, in being able to apply what has been learned.
   - — *We often build dreamworlds in our play. If you were to help design a community which reflected your preferences for being alone with others, what characteristics would it have?*

3. Questions to Guide Inquiry

1. What is "population density"?
2. What are the different types of Canadian communities according to density of population?
3. What are the distinguishing characteristics of the different types of communities? How are they planned? How do they use space differently?
4. How does population density affect lifestyles in various Canadian communities? Are there activities that can be done in one type of community that cannot be done in others?
5. Synthesize data by drawing conclusions about the effects of population density on selected Canadian communities.
6. Resolve the issue by evaluating alternative ways of responding to a selected problem related to space in one's community.
7. *Apply the decision by selecting a plan that could be applied to overcome problems related to space in one's community.*
8. Evaluate the process (how the inquiry was conducted and the decision made) in terms of what was learned, how interesting it was, adequacy of resources and procedures followed.

2. Develop Participation Skills

1. Communicate effectively by
   - — expressing opinions clearly and succinctly about the use of space in a neighborhood.
   - — orally supporting opinions, with reasons.
2. Interpret feelings of others by noting vocal and facial expressions.
3. *Participate in group decision-making to create a plan for resolving the issue.*
4. *Contribute to a "sense of community" by helping other students achieve their preferences for privacy/sociability in the classroom and playground.*

TOPIC C: NEIGHBORHOODS AROUND THE WORLD

GRADE TWO
PLANNING NEIGHBORHOODS AND LOCAL COMMUNITIES

In this topic, the focus is on the variety of ways that people around the world plan their communities. Students should learn about some of the more obvious physical factors that affect community planning (such as geographic location, climate and resources) as well as the importance of specific aspects of culture. Communities that are selected for inquiry might include: a small town built around a market place (e.g., in Mexico); a city on water (e.g., Venice); a nomadic desert community (e.g., in Saudi Arabia); or a large city (e.g., Osaka, Ibadan). Students might culminate their inquiry by planning a community, or part of a community, to meet the needs of people in a particular environment.

Competing Values and Related Social Issue

Co-operation/Individual Initiative
Should all communities provide the same services and facilities for their residents?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify examples of facilities which show that individual initiative and/or co-operation is/are valued in a particular community. — *What services and facilities does this community provide which show that co-operation is important?* — *What services and facilities are left to the individual to provide for himself because the community values individual initiative?* **2. Develop Competencies** 1. In value analysis, by identifying contrasting views about ways that communities should be planned (reflecting values of co-operation and/or individual initiative). — *If you were a community planner who strongly believed in providing equal services and facilities to all citizens, how would you plan for a particular service or facility that you think is needed (e.g., a new playground)?*	**1. Generalization** All communities have facilities and services to help people meet their needs. These facilities and services reflect both the local environment and the values of the people who live there. **2. Concepts** 1. Environment 2. Needs 3. Facilities 4. Services 5. Co-operation 6. Initiative	**1. Develop Inquiry Skills** 1. *Focus on the issue by identifying alternative ways of providing selected services and facilities in a community.* 2. Establish research questions and procedures by — contributing to a class list of who, what, where, when, why or how questions on the provision of services and facilities in a selected community. — generating a list of topical resource materials. 3. Gather data from simple maps of the classroom, local community, and selected world communities by — recognizing that small objects and distances on maps represent larger objects and distances in reality. — describing or indicating the location of specific features or objects. — using a simple legend with pictorial symbols to locate objects or features. 4. Analyze data from varying perspectives about what facilities should be included in a community plan.

— *If you were a community planner who believed strongly in the value of individuals providing for their own needs and wants, how could you help them?*

— *Are there any other ways of providing these services and facilities? What are they?*

2. In decision-making, by identifying personal values reflected in making a choice between co-operation and individual initiative.

— *Which of these plans would you prefer? For what reasons?*

3. Develop Attitudes

1. Of respect for the variety of ways in which people in different environments provide services and facilities to meet basic needs.

3. Questions to Guide Inquiry

1. What facilities and services are provided in the selected community?
2. How is the community organized or planned to provide these facilities and services?
3. What is the natural environment like in this community? How does it affect what services and facilities are provided?
4. What do people in this community value? What effect does this have on the provision of services and facilities?

5. Synthesize data by summarizing information about facilities provided in various world communities.
6. *Resolve the issue by evaluating alternatives, and making a decision, about the suitability of various community facilities and services in one's own community.*
7. Apply the decision by creating a plan to provide a service(s) which seems to be lacking in one's own community.
8. *Evaluate the decision according to the merits of the service planned, and one's views of co-operation and initiative.*

2. Develop Participation Skills

1. Communicate effectively by
   — writing a few sentences to express an opinion about services required in a community.
   — drawing pictures or making a model, to express a position on facilities and services needed in a community.
2. Interpret ideas of others in developing a common plan to provide a new service or facility in the community.
3. *Participate in group work by being prepared to take turns in classroom activities.*
4. *Contribute to a "sense of community" by supporting group goals in completing an assigned task on time.*

TOPIC A: INTERDEPENDENCE OF COMMUNITIES IN CANADA TODAY

GRADE THREE
LIFESTYLES IN OTHER TIMES AND PLACES

In this topic, students examine issues relating to the interdependence of communities in Canada today. Students study their own communities, as well as selected communities across Canada, to become aware of some of the ways in which the lives of Canadians are influenced by the values of interdependence and self-reliance of communities. Communities selected for study should cover a cross-section of different urban/rural settings.

Competing Values and Social Issue

Self-Reliance/Interdependence
Should Canadian communities become more self-reliant or more interdependent in meeting their needs?

VALUE OBJECTIVES

Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*

1. **Develop Understanding of Values**
   1. Identify specific examples which indicate an understanding of self-reliance and interdependence in selected situations.
      — *If the citizens of a community should decide to grow all their own food, how would this indicate that they value self-reliance or interdependence?*

2. **Develop Competencies**
   1. In value analysis, by identifying reasons to support the respective values of self-reliance and interdependence in a selected Canadian community.
      — *What reasons might be given by people who feel that a community should look after its own needs as much as possible (self-reliance)? What reasons might be given by people who feel that a community should exchange goods and services as much as possible with other communities (interdependence)?*
      — *Using the Role Exchange Test, what advantages and disadvantages do you see for each alternative?*

KNOWLEDGE OBJECTIVES

Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.

1. **Generalization**

   Rural communities, small towns, and cities are interdependently connected for the exchange of goods and services. As our society becomes more technologically advanced, interdependence of communities tends to increase.

2. **Concepts**
   1. Urban
   2. Rural
   3. Urbanization
   4. Specialization
   5. Exchanges of goods and services
   6. Interdependence

3. **Questions to Guide Inquiry**
   1. What is interdependence? Can individual people be interdependent? Can whole communities be interdependent with other communities?

SKILL OBJECTIVES

Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.

1. **Develop Inquiry Skills**
   1. *Identify and focus on the issue by developing the concepts of self-reliance and interdependence in simple, personal situations, and recognizing that these values often conflict.*
   2. Establish research questions and procedures by
      — suggesting ways to find out about interdependence in one's community.
      — hypothesizing about the effects that more contact and interaction could have on selected communities.
   3. Gather and organize data by
      — surveying one's own home to find out where (in Canada) goods used by the family are made.
      — recording the findings of a survey on a simple bar or pictograph.
      — sketching routes on a prepared map to show how goods travel between communities.
      — locating selected communities on a simplified map of Canada.

3. Develop Attitudes

1. Of empathy towards others, by demonstrating an understanding of the reasons why some people prefer self-reliance and others interdependence.
   - — *Sometimes we prefer to do things on our own. What are some things that you like to do by yourself? How do you feel afterwards? Sometimes we prefer to do things with other people. What are some things that you like to do with other people? How do you feel afterwards?*
   - — *Some people prefer to do most things by themselves; others prefer to do most things with other people. These people sometimes form, or move to, communities where these values are held by most people. What might their reasons be?*
   - — *Some people prefer to be a "Jack of all Trades". Others prefer to be "Experts" or "Specialists". When do you prefer each of these ways of doing things?*

2. What goods and services do people in your community get from people in other Canadian communities? (e.g., Where are the products your family uses made?)
3. What goods and services do people in your community provide for people in other Canadian communities? (e.g., What things are made in your community? Where are they sent?)
4. Where is your community located in relation to other Canadian communities selected for study?
5. Does the geographic setting of a community (location, land, climate, resources) affect the lifestyle of the people living there?
6. What is an "urban" community? A "rural" community? What kinds of goods and services are exchanged between and among selected urban and/or rural communities in Canada? How is this done?
7. What is specialization? If a community becomes more specialized (e.g., produces a few major products) do the people in that community become more interdependent with other communities?
8. What is urbanization? If a community becomes more urbanized (e.g., cities become larger) do the people in that community become more interdependent with rural areas and other communities?
   - — describing one's own community in relation to other communities, using cardinal directions (N, S, E, W).
   - — determining relative distances between communities, using non-standard measures and a simplified map.
4. Analyze and evaluate data by comparing points of view on the desirability of increased interdependence for specific communities.
5. Synthesize data by making generalizations about factors that lead to increased interdependence between communities.
6. *Resolve the issue by evaluating alternatives and making a decision about whether a community should increase or decrease interdependence (based on supporting evidence and personal views about a desirable balance between self-reliance or interdependence).*
7. *Apply the decision by assessing the feasibility of increasing or decreasing the interdependence of one's own community.*
8. Evaluate the decision by assessing its utility according to the Role Exchange Test.

2. Develop Participation Skills

1. Communicate effectively by completing an illustrated map of Canada to inform about the origins of goods used by one's own family.
2. Interpret vocal and facial expressions of others as indicators of their feelings about alternative outcomes for the issue.
3. *Participate in group work by contributing ideas in a discussion.*
4. *Contribute to a "sense of community" by assisting in a project to apply the decision example, e.g., establish relations with a class elsewhere in Canada.*

TOPIC B: LIFESTYLES OF CANADIANS IN OTHER TIMES

GRADE THREE
LIFESTYLES IN OTHER TIMES AND PLACES

In this topic, students inquire into issues related to community life during the times of early settlers. The study should focus on the lifestyles of community members in past generations, and the balance they sought between working together and independently as they strove to achieve their goals and aspirations. Students should draw comparisons between then and now to assess the changes that have taken place over the years in their own communities.

Competing Values and Social Issue

Self-Reliance/Co-operation
Should we work alone or together?

VALUE OBJECTIVES

Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*

1. **Develop Understanding of Values**
   1. Describe examples of personal behaviour which reflect the values of self-reliance and/or co-operation.
      - — *Describe situations where you worked alone because you thought it was important to do something by yourself.*
      - — *Describe situations where you worked with other people because you thought it was important to co-operate.*
   2. Describe historical situations in which self-reliant behaviour was evident and situations in which co-operative behaviour was demonstrated.
      - — *What were some things that settlers did by themselves?*
      - — *What were some things that settlers did in co-operation with others?*
2. **Develop Competencies**
   1. In decision-making, by choosing between the conflicting values of self-reliance and co-operation in situations where both have advantages and disadvantages.

KNOWLEDGE OBJECTIVES

Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.

1. **Generalization**

   The lifestyles of early settlers were characterized by the need to balance co-operation with self-reliance in order to achieve their goals and aspirations.

2. **Concepts**
   1. Lifestyles
   2. Settlement
   3. Goals/aspirations
   4. Change
   5. Community
3. **Questions to Guide Inquiry**
   1. When did the first people come to what is now our community? Who were some of these people? Where did they come from? How did they get here?
   2. Why did people come to our community? What were their goals and aspirations?
   3. How did the settlers decide where to build a new community?
   4. How did the settlers satisfy their basic needs?

SKILL OBJECTIVES

Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.

1. **Develop Inquiry Skills**
   1. Focus on the issue by paraphrasing the problem and stating two alternatives.
   2. *Formulate procedures for selecting sources and gathering information on community history, in a whole class planning session.*
   3. Gather and organize data by
      - — reading and interpreting simple historical accounts which describe past lifestyles.
      - — interviewing parents/community resource people for information on community history.
      - — recording interview data in categories on a retrieval chart.
      - — recording events in the community's history on a simple time line.
   4. Analyze data by comparing lifestyles of people in settlement times to lifestyles in the community today, using the concepts of self-reliance and co-operation as criteria.

— *Imagine a situation in which it is hard to decide between self-reliance and co-operation. What would be the advantages and disadvantages of each? Which value do you prefer?*

2. In decision-making, by identifying appropriate actions in school, home and neighborhood consistent with one's chosen value.
   — *Given the value preference you have chosen (self-reliance or co-operation), what are some things you could do at school, at home, and in the neighborhood to show your preferred value? What are some things you might have done as a settler to snow your preferred value?*

3. Develop Attitudes

1. Of objectivity, by demonstrating a willingness to consider the advantages and disadvantages of both self-reliant and co-operative behaviour in a particular situation.

5. In what ways did people work alone? Work together?
6. Why did they choose to work alone at times and work together at other times?

5. Synthesize data by
   — summarizing information about community changes on an experience chart.
   — relating causes and effects of community changes over time.
6. Resolve the issue by
   — formulating alternative solutions for working co-operatively or alone in school, home, neighborhood.
   — analyzing the values inherent in each alternative.
7. Apply the decision by choosing to work alone or together on a given project.
8. *Evaluate the way the issue was resolved as compared with other ways decisions can be made (e.g., by the teacher, by majority vote, by total consensus).*

2. Develop Participation Skills

1. Communicate effectively by
   — composing a paragraph or two to report on some aspects of life in settlement times.
   — drawing, or collecting and showing, pictures of ways in which lifestyles have changed.
2. Interpret ideas and feelings by
   — listening to the ideas of others about preferred ways of working alone or together.
   — demonstrating understanding of problems faced by others in adjusting to community change.
3. *Participate in group decision-making by using consensus to select courses of action for working together.*
4. Contribute to a "sense of community" by assisting in group projects for activities like making quilt plans and conducting surveys.

GRADE THREE
LIFESTYLES IN OTHER TIMES AND PLACES

TOPIC C: LIFESTYLES IN CULTURALLY DISTINCTIVE COMMUNITIES

In this topic, students inquire into issues related to communities in which people are attempting to perpetuate a distinctive lifestyle. Although apects of a community's history might be studied as background information, the focus of this topic should be contemporary. Communities selected for study may be located in Alberta, Canada or any other part of the world. Some examples are a Hutterite colony, a Mennonite community, an Indian reservation, a distinctive cultural section of a large city, such as Chinatown, or a kibbutz. The overall intent of this topic is to increase students' sensitivity to cultures and lifestyles with which they have probably had little previous familiarity or experience.

Competing Values and Social Issue

Preservation of Lifestyle/Modernization
Should people attempt to maintain distinctive lifestyles in their communities, or encourage change?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Describe behaviours which indicate that some people prefer to live in culturally distinctive communities in order to maintain their lifestyles, while other people may prefer to live in modern, heterogeneous communities. — *What do people seem to value most when they choose to live in culturally distinctive communities? How might these values be reflected in their behaviour?* — *Some people choose to leave such culturally distinctive communities. What values might these people hold?* **2. Develop Competencies** 1. In moral reasoning, by testing one's value position in new but similar situations. (New Cases Test) — *After completing your study of other communities, do your conclusions about the desirability of change in those communities apply to your own community? What similarities and differences are there?*	**1. Generalization** Customs, traditions, rules and religious beliefs help keep people together in communities that are culturally distinctive. Factors such as mobility, communications and increased knowledge may serve to create changes in traditional cultural communities. **2. Concepts** 1. Traditions and customs 2. Culturally distinctive community 3. Interaction 4. Change 5. Preservation of lifestyle	**1. Develop Inquiry Skills** 1. *Identify and focus on the issue by discussing whether or not people should try to keep their communities from changing in order to maintain distinctive lifestyles.* 2. *Formulate and list research questions to guide information-gathering about distinctive cultural communities.* 3. Gather and organize data by — reading and interpreting simple maps to locate the communities under study relative to one's own community. — describing the location, using cardinal directions (N, S, E, W) and estimated distance from one's own community. — analyzing case study descriptions of culturally distinctive communities. 4. Analyze and evaluate data by explaining differences in perspectives (the way people see things) between people who remain in a distinctive cultural community and those who choose to leave it.

3. Develop Attitudes

1. Of empathy for people in culturally distinctive communities faced with pressures to change their lifestyles.
   — *In what ways do all of us require tradition and stability? How do serious disruptions of our lifestyles affect us? How might serious disruptions affect people in culturally distinctive communities?*

3. Questions to Guide Inquiry

1. What is a culturally distinctive community?
2. Where are the communities selected for study located?
3. What are some unique traditions and customs of these communities?
4. How do these culturally distinctive communities interact with the broader society? What effects, if any, has this interaction had on them?
5. How do people in these communities respond to pressures for change?
6. How do people in your community respond to change?

5. Synthesize data by
   — summarizing information into main points.
   — formulating generalizations about why people may resist changes.
6. Resolve the issue by
   — predicting the consequences for the communities under study of resisting or adopting particular changes.
   — selecting the solution that seems to be most desirable.
7. *Apply the decision by creating a plan of action that a group of people might use to preserve or change traditions and customs in their community.*
8. Evaluate the decision in terms of whether its outcomes would improve relations between people in the communities and outside them.

2. Develop Participation Skills

1. *Communicate effectively by expressing, in several sentences, a position on the issue.*
2. *Interpret ideas and feelings of others, by recognizing that people in distinctive cultural communities have hopes and aspirations for their community, as do members of all communities.*
3. Participate in group decision-making by taking turns speaking in class discussions.
4. Contribute to a "sense of community" by sharing resources with classmates, and by returning borrowed resources promptly.

TOPIC A: ALBERTA, PAST, PRESENT AND FUTURE: OUR NATURAL RESOURCES

GRADE FOUR
ALBERTA, OUR PROVINCE

In this topic, students investigate issues pertaining to the use of Alberta's natural resources, historically and today. Student inquiry should lead to an understanding of Alberta's natural features, geographic regions, climate, and renewable and non-renewable natural resources, as well as to sensitivity of the impact of technology on the environment and lifestyles.

Competing Values and Social Issue

Conservation/Consumption
How should we use our natural resources?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. *(Questions in italicized print are illustrative only.)*	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify conservation and consumption as values underlying alternative points of view about the use of renewable and non-renewable resources in Alberta. — *What do people seem to consider important if they say that* • *we should sell as many natural resources as we are able to?* • *we should develop our resources in such a way as to ensure a continuing supply into the future?* 2. Identify ways in which our experiences with the natural environment influence the values we hold with respect to the use of natural resources. — *How might your position about use of the environment vary according to whether you were a city dweller, farmer, early settler, pre-settlement Indian, etc?*	**1. Generalization** Availability of natural resources is one factor which determines the way people can meet their physical, economic and social needs. **2. Concepts** 1. Natural resources 2. Non-renewable and renewable resources 3. Conservation 4. Environment 5. Technology 6. Human needs 7. Consumption	**1. Develop Inquiry Skills** 1. Focus on the issue by identifying examples of conservation and consumption of Alberta's resources, and considering the implications of each. 2. Formulate procedures for getting information from selected sources to answer research questions about ways to use Alberta's resources. 3. Gather and organize data by — reading and interpreting appropriate reference books for information on Alberta's resources. — reading and interpreting maps in the **Junior Atlas of Alberta** for information about Alberta's physical features and regions, climate, resource locations, population distribution and transportation routes. — reading and interpreting bar graphs and pictographs for information on production of various resources. 4. Analyze and evaluate data by comparing and contrasting points of view about how Alberta's resources should be used.

2. Develop Competencies

1. In value analysis, by examining the consistency between what people say is important and how they act, regarding the use of natural resources in Alberta.
   — *When it comes to personal use of resources (such as paper) do I usually act the same as I say other people should? What examples can be found that show that I do? That I do not?*
2. In decision-making, by rank ordering alternative positions on the use of natural resources, based on the consequences of each.
   — *What are some alternative positions on resource use in Alberta? For each of these positions, what are the good and bad things that could result if everyone held this position? Which position is the best? The worst?*

3. Develop Attitudes

1. Of a concern for the needs of future Albertans.
2. Of appreciation for the beauty and symmetry of the natural environment including plant, animal and earth elements.

3. Questions to Guide Inquiry

1. What are the main geographic features of Alberta, including land forms and climate?
2. What are the major types of natural resources in Alberta?
3. Where are the various resources located in Alberta?
4. Where are the major transportation routes located in Alberta?
5. What are the present-day uses of these natural resources? How were they used in the past?
6. How has technology assisted in the location, development and use of natural resources in Alberta?

5. Synthesize data by developing an understanding of the concepts of renewable and non-renewable resources, and generalizing about their use.
6. *Resolve the issue by matching the values of conservation and consumption with various alternatives about how Alberta's resources should be used.*
7. *Apply the decision by considering the desirability and feasibility of applying a plan to conserve or consume resources at the personal level.*
8. Evaluate the action to encourage conservation or consumption in terms of its effects on others.

2. Develop Participation Skills

1. *Communicate effectively by writing a report and presenting it orally to the whole class or a small group.*
2. *Interpret facial expressions, gestures and body movements to determine how others in the small group feel about various alternatives to the social issue.*
3. Participate in group decision-making by selecting a decision-making method from those outlined by the teacher (majority rule, consensus, authoritative) and applying it in a small group setting.
4. Contribute to a "sense of community" by assisting in a class project relating to ways that natural resources are used in situations involving students.

GRADE FOUR
ALBERTA, OUR PROVINCE

TOPIC B: ALBERTA, PAST, PRESENT AND FUTURE: OUR HUMAN RESOURCES

In this topic, students examine issues related to lifestyles in Alberta. Background information should be drawn from four periods in Alberta's history: Early Settlement, the Depression, the War Years, and Modern Times. Students should become aware of trends in occupations, leisure time activities, skills, interests, and education as Albertans continue to adjust their lives to meet new challenges in an increasingly industrialized society. They should be encouraged to make predictions about the future and how their own lives may be influenced by these trends.

Competing Values and Social Issue

Productivity/Leisure
How should Albertans adjust their lifestyles to meet new opportunities and challenges?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.
1. Develop Understanding of Values 1. Identify productivity and leisure as values influencing the activities of Albertans, past and present. — *What was important to Albertans in their work in the past? How did this affect their leisure time activities?* 2. Define the meaning of work and leisure to different people in the past, present and future. — *Which activities were considered work, and which leisure to Albertans in earlier historical eras? How do we define work and leisure today? How may we define it in the future?* 3. Describe student activities in the past which show that Alberta students valued both work and leisure. — *How did student activities in the past reflect what Albertans thought was important? How do they reflect what we think is important today?*	**1. Generalization** A balance between work and leisure activity is important to human welfare. The nature of work and leisure has changed as society has become increasingly industrialized. **2. Concepts** 1. Change 2. Lifestyle 3. Occupation 4. Leisure time 5. Productivity 6. Resourcefulness **3. Questions to Guide Inquiry** 1. When did some of the large groups of settlers come to Alberta? Where did they settle? Why did they settle in particular places? 2. What were some of the problems faced by early settlers? How were these problems overcome? How did the early settlers integrate both work and leisure into their lifestyles?	**1. Develop Inquiry Skills** 1. *Identify the social issue and its competing values from a class discussion about how Albertans are attempting to respond to change today.* 2. Formulate research questions to guide information-gathering on Albertans' lifestyles in various historical eras. 3. Gather and organize data by — reading and interpreting historical maps for information on locations of settlements and travel routes in early Alberta. — interpreting contemporary and historical documents to gain perspectives on lifestyles in various historical eras. 4. Analyze and evaluate data by explaining different viewpoints about historical events and episodes. 5. Synthesize data by summarizing information about changes in work and leisure in the past, and deducing logical conclusions about changes that may occur in the future.

2. Develop Competencies

1. In value analysis, by comparing different views on the kinds of human resources Albertans may need for the future.
   - *What might the following Albertans say are important human resources (skills, attitudes, etc.) to enable us to cope with the future? How might they react to the idea that education should prepare us for work? For leisure? Why is that? What changes might each of them make to our schools?*
     - *a musician or artist*
     - *a business owner*
     - *a sales person*
     - *a professional hockey player*
     - *a civilian in World War II*
     - *a man on "relief" in 1933*
     - *a homesteader in 1900*

3. Develop Attitudes

1. Of positive self-concept, as someone capable of developing a balance between work and leisure activities.
2. Of appreciation for the variety of ways in which people of the past and present have tried to create a balance between work and leisure activities.
3. Of open-mindedness, by being willing to question the views of others on a proper balance between work and leisure.

3. What was the Great Depression and when did it happen?
4. How did the Great Depression affect the lives of people in Alberta? What changes did people have to make in their lifestyles to cope with conditions during the Great Depression?
5. What was World War II and when did it take place?
6. How did World War II affect the lives of people in Alberta? What changes did people have to make in their lifestyles to cope with conditions during World War II?
7. What are some ways in which lifestyles today differ from lifestyles during the settlement era, the Great Depression and World War II? Are there differences in such areas as employment, leisure time activities, education, and availability of material goods?
8. What might life be like when today's grade four students are adults? Might there be new and different kinds of occupations, leisure time activities and ways to learn new skills?

6. Resolve the issue by considering how young Albertans should adjust to meet new opportunities and challenges.
7. *Apply the decision by creating a plan to adjust to a specific challenge or opportunity facing the class.*
8. *Evaluate the action in terms of its possible positive and negative effects on the class and, if relevant, other classes, teachers, etc.*

2. Develop Participation Skills

1. Communicate effectively by orally expressing opinions about the use of work and leisure time.
2. Interpret ideas and feelings of others by demonstrating an understanding of different decisions made about adjustment to change at the personal level.
3. *Participate in small group work and decision-making by helping in*
   - *— dividing up the task, assigning jobs and evaluating group performance.*
   - *— coordinating the assignment of individual tasks.*
4. *Contribute to a "sense of community" through suggestions and actions designed to give the classroom a "better" balance of work and relaxation (celebration, play, etc.).*

GRADE FOUR
ALBERTA, OUR PROVINCE

TOPIC C: ALBERTA'S LINKS WITH CANADA AND THE WORLD

In this topic, students investigate relationships between Alberta and other parts of Canada and the world. Attention should be focused on trade, tourism, and transportation links. Contacts that are made through sports, cultural exchanges and family ties could also be examined.

Competing Values and Social Issue

Self Sufficiency/Interdependence
How should Alberta share its resources?

VALUE OBJECTIVES

Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)

1. Develop Understanding of Values

1. Identify self-sufficiency and interdependence as two important values affecting the nature of Alberta's ties with other parts of Canada and the world.
   — *If an Albertan believes that trade and transportation ties with Canada and other parts of the world should be increased, which of the two values, self-sufficiency or interdependence, does this person consider more important?*
2. Describe possible behaviours of someone who wishes to be interdependent or self-sufficient.
   — *In which of the following actions would an Albertan demonstrate a preference for self-sufficiency or for interdependence:*
   - *purchase of items marked "Made in Alberta" over other products?*
   - *refusal of an offer to develop and export large quantities of coal to another country?*

KNOWLEDGE OBJECTIVES

Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.

1. Generalization

People in diverse regions establish transportation and communication links in order to trade products and ideas for their mutual advantage.

2. Concepts

1. Trade
2. Transportation
3. Tourism
4. Migration
5. Self-sufficiency
6. Interdependence

3. Questions to Guide Inquiry

1. What does Alberta import from other parts of Canada and the world?
2. What does Alberta export to other parts of Canada and the world?
3. What are some of the factors that influence Alberta's trading relationships?

SKILL OBJECTIVES

Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.

1. Develop Inquiry Skills

1. *Identify and focus on the issue by paraphrasing the issue as presented in readings or an audiovisual presentation.*
2. Formulate research questions to inquire into the nature of Alberta's relationships with other regions of Canada and the world.
3. Gather and organize data by
   — reading maps of Canada and the world to find Alberta's location relative to other provinces, territories and countries.
   — recording information about Alberta's imports and exports, on a retrieval chart.
   — using the **Junior Atlas of Alberta** to relate selected geographic concepts to the issue.
   — conducting a survey of opinions on the use of Alberta's resources.
4. Analyze and evaluate data by comparing and contrasting points of view about how Alberta should share resources with others.

- *encouragement of Canadians to invest their money in Alberta industries?*
- *support for cultural exchanges with other provinces?*

2. Develop Competencies

1. In value analysis, by listing advantages and disadvantages of increasing Alberta's transportation links with Canada and the world.
   — *What might be the consequences of increasing Alberta's transportation links with other parts of Canada and the world? How does this relate to the values of self-sufficiency and interdependence? What are the advantages disadvantages to Albertans?*

3. Develop Attitudes

1. Of positive self-concept, as a person capable of drawing conclusions on an important issue facing Albertans.
2. Of respect for the views of other Canadians on the sharing of Alberta's resources.

4. What transportation and communication links are used to connect Alberta to the rest of Canada and the world? (Consider air, rail, media networks, telecommunications, etc.)
5. What contributions have Albertans made to Canada and the world? What forms of international aid does Alberta provide?
6. What benefits does Alberta derive through its links with other parts of Canada and the world? (Consider economic, political, and cultural affairs.)
7. How are Albertans affected by the "shrinking" nature of the modern world?

5. Synthesize data by formulating generalizations about the ways Alberta is interdependent with other provinces and countries.
6. *Resolve the issue by identifying and supporting a position for the sharing of resources.*
7. Apply the decision by considering the desirability and feasibility of taking action on the decision. (e.g., Are there ways that grade four students can play a part in issues of interdependence self-sufficiency?)
8. *Evaluate decision, process, and action by deciding as a class whether to end the study or to extend it to related issues and ideas.*

2. Develop Participation Skills

1. Communicate effectively by writing several paragraphs to state and support an opinion about increasing or decreasing Alberta's interdependence with other provinces.
2. *Interpret ideas and feelings of others by observing facial expressions, gestures and body movements.*
3. Participate in group work and decision-making by negotiating the allocation of tasks with group members.
4. *Contribute to a "sense of community" by serving as the spokesperson to present the views of a small group to the rest of the class.*

GRADE FIVE
CANADA, OUR COUNTRY

TOPIC A: CANADA: EXPLORATION AND SETTLEMENT

In this topic, students investigate some of the historical events and issues relating to the discovery, exploration and settlement of Eastern and Western Canada. Major emphasis should be placed on interactions between people as intercultural contacts occurred.

Competing Values and Social Issue

Competition for Power/Co-Operation for Mutual Benefit
How should the explorers, missionaries, fur traders, and settlers in Canada's early history have interacted with each other?

VALUE OBJECTIVES

Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)

1. Develop Understanding of Values

1. Identify values of co-operation for mutual benefit and competition for power in specific historical episodes.
   - — *How were co-operation and competition manifested in interactions like:*
     - *French/English ambitions in the New World?*
     - *the fur trade?*
     - *Confederation?*
     - *Red River colonization?*
   - — *What examples of conflict or of co-operation can be found in interactions between the following groups:*
     - *native people and explorers?*
     - *fur traders and settlers?*
     - *missionaries and fur traders?*

2. Develop Competencies

1. In value analysis, by identifying examples of interaction between groups of Canadians today where each of the competing values is manifested.

KNOWLEDGE OBJECTIVES

Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.

1. Generalization

Exploration and settlement bring about intercultural contact, frequently resulting in a competition for power and control.

2. Concepts

1. Exploration
2. Settlement
3. Intercultural contact
4. Competition
5. Power
6. Identity

3. Questions to Guide Inquiry

1. How did the native peoples relate to one another before the coming of the Europeans? In what ways did contacts between tribes result in advantages and disadvantages for each group?
2. Why did Europeans come to Canada?

SKILL OBJECTIVES

Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.

1. Develop Inquiry Skills

1. Focus on the issue by comparing personal experiences involving interactions between strangers, and identifying competing values.
2. Hypothesize about possible patterns of interaction during the exploration and early settlement of Canada.
3. Gather and organize data by
   - — interpreting historical maps showing European voyages of discovery, the locations of early English and French colonies in North America, and the Loyalist migration routes and settlements in early Canada.
   - — recording dates and events on a time line showing English and French contacts during the early colonization and settlement period in Canada.
4. Analyze and evaluate data by inferring reasons for the different perspectives of the Indians, settlers and other groups, on issues like land ownership.

— *What conflicts exist today that derive from the competing values of competition for power and co-operation for mutual benefit?*

2. In decision-making, by choosing among alternative courses of action to resolve a current conflict.
3. In moral reasoning, by testing the decision according to how it affects the well-being of the groups involved.
   — *What alternative courses of action can be taken to resolve the conflict? Were these alternatives available to similar groups in the past?*
   — *Of the two competing points of view, which appears to be the best to you?*
   — *Is your choice fair to both groups? How will the alternative you have chosen make people in both groups feel in the near future and in the distant future?*

3. Develop Attitudes

1. Of appreciation for how European survival in the New World was initially dependent on the Indian sharing his skills and knowledge with newcomers.
2. Of objectivity, by demonstrating an ability to examine problems from more than one perspective.
3. Of empathy for the efforts of cultural and ethnic groups, historically and today, to preserve their identity.

3. What were some of the problems faced by the explorers, traders, and settlers in the initial settlement era and westward expansion?
4. What effects did each of these groups have on the culture and lifestyles of the native peoples?
5. In what ways were geographic features (e.g., climate, waterways, landforms) an influence on exploration and settlement patterns?
6. In what ways was Canada's early history distinguished by conflicts between competing cultural, ethnic and economic interests?
7. In what ways were co-operation and a concern for justice features of Canada's early history?

5. Synthesize data by generalizing about the effects of settlement on the welfare of the various groups.
6. Resolve the issue by judging what was fair and unfair about the ways that native peoples, explorers, fur traders and settlers treated each other.
7. Apply the decision by creating a set of rules to guide the behaviour of groups of strangers when they interact.
8. *Evaluate the decision by testing its practicality and fairness in a situation involving students.*

2. Develop Participation Skills

1. *Communicate effectively by orally describing feelings about examples of conflict and co-operation in Canadian history.*
2. *Interpret ideas and feelings of others, as indicated in their verbal descriptions of historical episodes involving conflict and co-operation.*
3. Participate in group work and decision-making by role-playing historical situations involving cultural interaction.
4. Contribute to a "sense of community" by demonstrating respect for class members with different ethnocultural backgrounds.

TOPIC B: CANADA: INDUSTRIAL DEVELOPMENT FROM REGION TO REGION

GRADE FIVE
CANADA, OUR COUNTRY

In this topic, students investigate issues arising from the relationships among Canada's geographic and industrial regions. In this topic, they study the following regions: Cordilleras, Prairies, Near and Far North, St. Lawrence-Ottawa Lowlands and Great Lakes, and the Atlantic Region. The impact of major industries on people in each region is to be emphasized.

Competing Values and Social Issue

Conservation/Resource Development
How should Canada's natural resources be utilized for maximum benefit to the people in each region?

VALUE OBJECTIVES

Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)

1. Develop Understanding of Values

1. Identify factors that affect regional attitudes and beliefs regarding conservation and resource development.
   - — *What are some attitudes and beliefs about conservation and resource development in the following regions:*
     - *Cordilleras?*
     - *Prairies?*
     - *Near and Far North?*
     - *St. Lawrence-Ottawa Lowlands and Great Lakes?*
     - *Atlantic Region?*
2. Define what is meant by "maximum benefit" to the people of a region.
   - — *What factors should be considered in describing how the people of a region may view resource development or conservation of resources? (Consider for example, economic factors, health and safety, aesthetic and cultural factors, further needs.)*

KNOWLEDGE OBJECTIVES

Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.

1. Generalization

The industries that develop in a region tend to be those which make use of locally available resources and contribute to the economic welfare of the people.

2. Concepts

1. Regions
2. Industry
3. Resource development
4. Employment
5. Resource depletion
6. Conservation
7. Standard of living

3. Questions to Guide Inquiry

1. What are Canada's major geographic regions?
2. How is population distributed throughout Canada? What are the major population centres?

SKILL OBJECTIVES

Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.

1. Develop Inquiry Skills

1. Identify and focus on the issue by brainstorming about availability and use of resources in Canada's various regions.
2. Formulate research questions and procedures for small group inquiry.
3. Gather and organize data by
   - — using maps to interpret information about physical regions, resource locations, population distribution, and transportation routes in Canada.
   - — reading and interpreting bar graphs, pictographs and simple tables for information on industrial production.
   - — recording information by labelling features such as resource locations and cities on an outline map of Canada.
4. Analyze and evaluate data by comparing and contrasting points of view on resource development in various regions.

2. Develop Competencies

1. In value analysis, by identifying the assumptions made by those favouring and by those opposing resource development.
   — *What arguments are used to promote or oppose resource development in a region? What factors identified in 1.1 are basic to the arguments?*
2. In decision-making, by choosing the alternative value position that appears to be of maximum benefit to the people in a region.
   — *Which value position seems to be of greatest benefit to the people of this region? Why is that? How are you defining benefit?*
3. In moral reasoning, by justifying one's choice according to how well it contributes to the well-being of the people in a region, and people elsewhere.
   — *How will resource development (or conservation) make people happier, healthier and more satisfied with their lives?*

3. Develop Attitudes

1. Of tolerance for the opinions of people in other regions of Canada who hold alternative views about conservation and resource development.
2. Of respect for evidence gathered in support of alternative views.
3. Of concern for the future of Canada's rich natural resources.

3. What natural resources are to be found in each region?
4. How do these natural resources contribute to industrial development?
5. What forms of transportation are used to bring natural resources to manufacturing and refining centres?
6. What forms of employment are associated with resource development?
7. What effects do resource depletion and industrial growth have on people in the communities and regions of Canada?

5. Synthesize data by formulating generalizations about the relationship between the numbers of people employed and the type of industry in a region.
6. Resolve the issue by evaluating alternative positions regarding the benefits of resource development and conservation.
7. *Apply the decision by creating a futuristic scenario relating to one or more regions.*
8. *Evaluate the decision in terms of the effects it would have on people in various Canadian regions, and the desirability of those effects.*

2. Develop Participation Skills

1. Communicate effectively by writing several paragraphs to describe the resources and industries of Canada's regions.
2. *Interpret the ideas and feelings of others by observing their facial expressions as they respond to various scenarios about resource development in Canada's regions.*
3. Participate in small group decision-making, to learn how to make a point without monopolizing the decision.
4. *Contribute to a "sense of community" by demonstrating support for group goals in a project to raise awareness of the unique features of a region.*

GRADE FIVE
CANADA, OUR COUNTRY

TOPIC C: CANADA'S NEAREST NEIGHBOR: THE UNITED STATES

In topics 5A and 5B, students examined issues and themes relating to the history and regional geography of Canada. In Topic 5C students examine similar themes and issues in relation to the United States. Historical themes that are identified below have been selected because of their relationship to significant aspects of Canadian history.

In developing an understanding of American geography and any one of the historical themes that are listed, it is expected that students will acquire sensitivity to similarities between the United States and Canada, as well as a better sense of their unique Canadian identity.

Geography Theme:

An overview of the geography of the United States.

History Themes:

Either The American Revolution and the United Empire Loyalists
or The War of 1812 from different perspectives
or The Civil War and Canadian Confederation
or Settlement of the West in the United States and Canada

Competing Values and Social Issue

Unique Identity/Being Like Others
Should Canadians and Americans strive for similar or different goals?

VALUE OBJECTIVES

Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)

1. Develop Understanding of Values

1. Describe events from North American history in which Canadians and Americans have asserted different identities.
   — *During what specific historical events did Canadians show that they valued being distinct from Americans?*
2. List examples of behaviour which show that Canadians and Americans have some similar value orientations.
   — *What activities do Canadians and Americans enjoy which reflect aspects of a similar way of life?*

2. Develop Competencies

1. In value analysis, by identifying historical and contemporary situations in which Canadians have had to reflect seriously on the types of relationship they wished to have with the United States.

KNOWLEDGE OBJECTIVES

Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.

1. Generalization

Canada and the United States have many similarities, yet there are some essential differences arising out of history, geography, and the outlooks of their people.

2. Concepts

1. Identity
2. Independence
3. Linkages
4. Interaction
5. Perspective

3. Questions to Guide Inquiry

1. What are the major geographic regions of the United States, using a physical, demographic or economic schema?

SKILL OBJECTIVES

Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.

1. Develop Inquiry Skills

1. *Describe an issue by brainstorming similarities and differences between Canadians and Americans.*
2. Formulate questions for research into areas where similarities and/or differences may exist in the present and past.
3. Gather and organize data by
   — describing the location of the United States relative to Canada and the rest of the world.
   — reading and interpreting accounts of an event common to Canadian and American history.
   — reading and interpreting maps of the United States (e.g., physical features, resource locations and population distributions.)

— *What are some situations in which Canadians have to decide between having a unique Canadian identity and being like Americans? Consider aspects of everyday life (such as watching television, celebrating holidays, going on vacation, and shopping) as well as historical events.*

3. **Develop Attitudes**
   1. Of objectivity, by examining the extent to which personal and family activities reflect a uniquely Canadian perspective or a combination of Canadian-American lifestyles.
   2. What broad similarities and differences exist between these regions and the regions of Canada?
   3. In an historical episode involving both Canada and the United States, what common and distinct viewpoints and actions were expressed?
   4. What are some of the important linkages that exist today between Canada and the United States? (Consider economic, political, and cultural affairs.)
   5. What are some of the more important cultural differences between the two nations? (Consider national holidays, for example.)
   — conducting interviews within the school and community to determine ways that Canadians want to be independent of, or interdependent with, their American neighbors.
   — using the **Junior Atlas of Alberta** to deduce generalizations about our relationship with the United States.
   4. Analyze and evaluate data by explaining various perspectives about ideal Canadian/American relationships.
   5. Synthesize data by making a generalization about similarities and differences between Canadians and Americans.
   6. Evaluate alternatives and make a decision as a class about ways in which Canadians should, or should not, try to emulate American lifestyles.
   7. *Consider the feasibility of implementing a plan which will assist individuals in the school and community to acquire a preferred type of national or cultural identity.*
   8. Evaluate the inquiry process used by discussing new understandings of the issue and the practical use of what was learned.

2. **Develop Participation Skills**
   1. *Demonstrate an understanding of, and empathy for, positions taken by others in a class or small group setting.*
   2. Choose an appropriate decision-making model for assigning tasks in a small group (e.g., interests, resources).
   3. *As a small group member accept and profit from constructive criticism.*
   4. *Contribute to a "sense of community" by demonstrating a concern for a positive Canadian identity, incorporating preferred aspects (if any) of American lifestyles and customs.*

TOPIC A: HOW PEOPLE IN EARLIER TIMES MET THEIR NEEDS

GRADE SIX
MEETING HUMAN NEEDS

In this topic, students examine basic human needs and classify them as physical (e.g., food, shelter), psychological (e.g., meaning of life, development of personal talents), and social (e.g., communicating with others, social order). The various types of needs are then examined in terms of how they created issues and the need for decision-making by individuals and groups in previous civilizations. Content is to be selected from ancient Mediterranean civilizations (e.g., Greek, Roman, Egyptian) or pre-Columbian America (e.g., Mayan, Inca, Aztec).

Competing Values and Social Issue

Social Equality/Personal Advancement
What is the best way for a society to be organized in order that the basic needs of people be met?

VALUE OBJECTIVES

Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)

1. Develop Understanding of Values

1. Identify social equality and personal advancement as two values that people may hold in resolving issues of basic needs.
2. Describe reasons why members of a society may prefer social equality, and reasons why they may prefer personal advancement, as the means to meeting their basic needs.

2. Develop Competencies

1. In value analysis, by comparing the values underlying rigid class structure to the values present where social classes are not distinct.
   — *What are the pros and cons of a rigid class structure? Of having no class structure? How does each attempt to enable people to meet their basic needs?*
2. In decision-making, by choosing preferences for ways of resolving issues of basic needs.

KNOWLEDGE OBJECTIVES

Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.

1. Generalization

All people have similar physical, social and psychological needs. How these needs are met has varied over time and from place to place.

2. Concepts

1. Basic needs
2. Social change
3. Class structures
4. Equality of opportunity
5. Civilization

3. Questions to Guide Inquiry

1. How do historians and archeologists help us learn about earlier civilizations? How are artifacts, fossil remains, pictorial data, oral traditions, and written records used to help us understand the past?

SKILL OBJECTIVES

Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.

1. Develop Inquiry Skills

1. *Identify and focus on the issue by paraphrasing a variety of data sources dealing with people meeting human needs, and identifying the competing values.*
2. *Formulate research questions and procedures by delineating ways to investigate the issue in one or more ancient civilizations.*
3. Gather and organize data by
   — reading and interpreting the latitude-longitude grid system on a simple world map or globe to locate the civilization(s) under study.
   — recording major events of the civilization under study on a basic time line prepared by the teacher. (This will require work on chronology, BC and AD.)
4. Analyze and evaluate data by categorizing information from print and non-print sources about how various needs were met.

3. **Develop Attitudes**
   1. Of positive self-concept, by viewing oneself as capable of helping others meet their basic needs.
   2. Of tolerance for others' perspectives on issues of social stratification and organization.
   3. Of empathy for people, past and present, who have been unable to meet their basic human needs.

2. Where were some earlier civilizations located? What was the land and climate like there? How did the people use their environment to meet their needs for food, clothing, shelter, and transportation?
3. What evidence of social stratification was there in earlier civilizations? What values and beliefs was the system of stratification based on?
4. In what way did the system of social stratification help people meet their basic needs? How were decisions made? What role did the majority of people play in the decision-making process?
5. What were some important laws? What values and beliefs were these laws based on?
6. What were some important religious beliefs and customs? How did religious beliefs affect everyday life?
7. What opportunities did the individual have to make personal decisions about satisfying needs?

5. Synthesize data by
   — developing concepts of physical, psychological and social needs by listing specific examples of each, grouping them, and applying concept labels.
   — summarizing information by compiling (individual) research findings (in a small group session).
6. Resolve the issue by stating and defending a generalization about organizing society to meet basic needs.
7. *Apply the decision by planning how our society might be organized to meet a particular need.*
8. *Evaluate the decision and plan of action by determining their possible effects on existing social structures and people's behaviour.*

2. **Develop Participation Skills**
   1. *Communicate effectively by expressing ideas about the civilization through drama or role-playing.*
   2. Interpret ideas and feelings of self and others by paraphrasing another group member's statements and asking him/her to indicate if that was the message.
   3. *Participate in group work and decision-making by*
      — *contributing as a small group member by dividing up the task, assigning jobs and evaluating group performance.*
      — *negotiating with others in a small group to reach consensus on an issue.*
   4. *Contribute to a "sense of community" by assisting classmates in sharing materials and directing them to information they are seeking.*

TOPIC B: HOW PEOPLE IN EASTERN SOCIETIES MEET THEIR NEEDS TODAY

GRADE SIX
MEETING HUMAN NEEDS

The focus of this topic is on issues relating to the meeting of physical, psychological and social needs by the peoples of China and/or South East Asia. South East Asian societies that provide the context for inquiry could be chosen from Malaysia, Indonesia, Korea, Thailand, Philippines or Hong Kong. Attention should be called to the similarity, as well as differences, in problems that people in our society and Eastern societies must resolve in meeting their emerging needs.

Competing Values and Social Issue

Technological Development/Maintaining Traditions
Should Eastern and Western societies meet their basic needs in similar ways?

VALUE OBJECTIVES

Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)

1. **Develop Understanding of Values**
   1. Identify the values of technological development and maintenance of traditions as being in competition in China and/or South East Asian societies today.
      - *What values seem to be in evidence when people in Eastern societies seek modernization?*
      - *What aspects of village and family life show that many Chinese/South East Asians value security in tradition?*

2. **Develop Competencies**
   1. In value analysis, by analyzing and contrasting Eastern and Western attitudes and values related to technology and tradition.
      - *What attitudes and values do Westerners hold which seem to support a "material welfare" perspective? (Consider for example, formal education, search for better technology, progress.)*

KNOWLEDGE OBJECTIVES

Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.

1. **Generalization**

   Societies with well-established customs and traditions are often reluctant to adopt alternative ways of meeting basic needs. This applies to both Western and Eastern societies.

2. **Concepts**
   1. Perspective
   2. Customs and traditions
   3. Cross-cultural sharing
   4. Scarcity
   5. International agencies

3. **Questions to Guide Inquiry**
   1. Where are China and South East Asian countries located?
   2. How does the physical environment of the country/countries being studied affect the ways people meet their basic needs?

SKILL OBJECTIVES

Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.

1. **Develop Inquiry Skills**
   1. Identify and focus on the issue by having several students state the issue in their own words, after reading about needs satisfaction in South East Asia and/or China.
   2. *Formulate research questions and procedures to use in acquiring information on a selected East Asian society.*
   3. Gather and organize data by
      - reading and interpreting maps to locate the country/countries being studied in relation to Alberta.
      - using a globe and 24-hour clock to calculate day and time in the places studied compared to Alberta.
      - using scale to determine distances between places studied and Alberta.
      - using a map legend to identify features of the countries studied and their distances from Canada.
      - comparing the areas of the places studied with that of Alberta.
      - reading and interpreting charts, bars and pictographs, and simple tables for information on countries studied.

— *What attitudes and values do villagers in South East Asia hold which seem to support a "security in tradition" perspective? (Consider for example, feelings of belonging, familiarity in ways of doing things, hereditary authority, customs and ceremonies, and harmony within the community.)*

— *In what ways do these two sets of attitudes and values conflict?*

2. In values analysis, by reflecting upon world views (perspectives) of persons from China and/or South East Asia.
3. In decision-making, by predicting the consequences if Westerners and Easterners adopted certain of each other's characteristics.

3. Develop Attitudes

1. Of respect for the ways that peoples in Eastern societies satisfy basic needs.
2. Of objectivity by challenging one's own ideas about what constitutes the best way of meeting basic needs.

3. How do traditions and customs in the selected Eastern societies relate to the way the people meet their basic needs?
4. What factors gave rise to the recent problem of homeless refugees in South East Asia?
5. What problems do Eastern societies face for which Western technology might provide partial solutions?
6. What problems do Western societies face for which Eastern societies might provide partial solutions?

— interviewing resource people, using questions developed in a small group to get information on the countries under study.

4. Analyze and evaluate data by explaining differences in the perspectives of people in Canada and Eastern Asia about the ways in which needs should be met.
5. Synthesize data by formulating generalizations about the influence of culture in determining how people meet their needs (e.g., differences in food preferences).
6. *Resolve the issue by refocusing on whether Asian and Western societies should meet their needs in similar ways. Discuss, and clearly identify, alternative solutions.*
7. *Apply the decision by creating a plan for addressing a specific basic needs issue (e.g., refugees) taking into account the perspectives of the South East Asian people.*
8. *Evaluate, in a class discussion, the inquiry process used in the study. Useful criteria may include such questions as: Was it a good way to learn about South East Asia? Were there enough resources? Was it interesting? Are we more sensitive to diverse ways of meeting human needs?*

2. Develop Participation Skills

1. Communicate effectively by expressing an opinion, either orally or in writing, using specific examples about aspects of Eastern societies that might be beneficial for Canadians to adopt.
2. *Interpret ideas and feelings of self and others by demonstrating an understanding of dilemmas faced by people as they struggle to survive and maintain human dignity.*
3. *Participate in group decision-making by accepting and profiting from constructive criticism of an idea or procedure shared within a small group.*
4. *Contribute to a "sense of community" by serving as a small-group spokesman to present material to the whole class.*

GRADE SIX
MEETING HUMAN NEEDS

TOPIC C: MEETING NEEDS THROUGH LOCAL, PROVINCIAL AND FEDERAL GOVERNMENT

This topic focuses on how people form governments to help each other meet their needs. Students inquire into issues associated with how government works at the local, provincial and federal levels in Canada. At least one historical and one contemporary case study of government action should be examined. It is recommended that the role of governments in building the Canadian Pacific Railway (historical) and northern pipelines (contemporary-futuristic) be compared to provide the focus for case studies.

Competing Values and Social Issue

Joint Action/Self-Reliance
How much responsibility should governments assume for satisfying the needs and wants of citizens?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (*Questions in italicized print are illustrative only.*)	Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.	Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this report.
1. Develop Understanding of Values 1. Define joint action and self-reliance as two perspectives on the extent of government responsibility for satisfying the needs and wants of its citizens. — *How much responsibility does government have for satisfying needs and wants if we value joint action? How much responsibility if we value self-reliance?* 2. Describe examples which show that joint action and self-reliance are valued in providing services for citizens locally, provincially and federally. — *What services are provided by government, at the local, provincial and federal levels, which show that joint action is important? Which services have been left for individuals to provide for themselves or for others?*	**1. Generalization** Government arises from the realization that working together to meet human needs is often better than working alone. **2. Concepts** 1. Politics 2. Power 3. Government 4. Influence 5. Levels of government 6. Bill 7. Law	**1. Develop Inquiry Skills** 1. *Identify and focus on the issue, through small group discussion, of the extent to which governments should accept responsibility for meeting specific human needs, e.g., health, safety.* 2. Formulate research questions and procedures by hypothesizing about the consequences of having governments assume various responsibilities for meeting human needs. 3. Gather and organize data by — making a topical outline of several main points from a short article on ways in which citizens can affect government decisions. — conducting a survey of parents or selected community members, using questions and procedures prepared in a small group, to get views on the services the government should provide.

2. Develop Competencies

1. In value analysis, by identifying value conflict situations in which some members of society feel that governments do too much and others feel that governments do too little.
   - — *What specific examples can be found where citizens disagree about how much government involvement is needed? (Consider for example, provision of health care, family allowances, social assistance, guarantee of rights and freedoms, consumer protection.)*
2. In decision-making, by predicting the consequences of changing the extent of government involvement in providing services to certain members of society whose needs differ.
   - — *What would happen if governments provided a basic income for everyone? What would happen if governments did not provide assistance to the disadvantaged at all?*

3. Develop Attitudes

1. Of self-confidence, by being able to participate effectively in political processes.
2. Of respect for the democratic process as a means to resolve conflict.
3. Of tolerance of ambiguity, by withholding judgment until other people's perspectives are considered.

3. Questions to Guide Inquiry

1. What is government? Why do people have governments? What particular form of government is practised in Canada?
2. Which needs are being responded to by governments? Which needs are left for individuals to meet?
3. How are local, provincial and federal governments structured in Canada?
4. How are governments elected?
5. How do governments resolve issues?
6. What implications can be drawn for government involvement in a contemporary issue (e.g., proposed northern pipeline) on the basis of historical precedents (e.g., building of the C.P.R.)?

   - — comparing the roles of government in historical and contemporary situations, e.g., the construction of the Canadian Pacific Railway and proposed northern pipelines.
4. Analyze and evaluate data by
   - — charting and graphing points of view found in the survey about appropriate levels of government services.
   - — inferring why different people have different political views.
5. Synthesize data by relating a cause, such as government action in phasing out a program, to its social and economic effects, both positive (saves public money) and negative (reduces service to some people).
6. *Resolve the issue by parliamentary procedures (e.g., making and debating a Bill).*
7. Apply the decision by creating a plan to reduce or increase specific government services to address an issue of human needs.
8. Evaluate the decision, using democratic criteria, e.g., freedom of speech, majority rule.

2. Develop Participation Skills

1. Communicate effectively by participating in a simulation of the introduction and debate of a Bill in the House of Commons.
2. *Interpret ideas and feelings of self and others by demonstrating an understanding of the dilemmas political representatives face in trying to provide an appropriate level of public services.*
3. Participate in group work and decision-making by learning to make a point without monopolizing the discussion.
4. Contribute to a "sense of community" by sharing resources with classmates and contributing ideas they might find useful in completing work.

D. LEARNING RESOURCES

1. Definitions

1.1 In terms of provincial policy, learning resources are those print, nonprint and electronic courseware materials used by teachers or students to facilitate teaching and learning.

1.2 **Prescribed Learning Resources** are those learning resources approved by the Minister as being most appropriate for meeting the majority of goals and objectives for courses, or substantial components of courses, outlined in provincial Programs of Study.

1.3 **Recommended Learning Resources** are those learning resources approved by Alberta Education because they complement Prescribed Learning Resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial Programs of Study.

1.4 **Supplementary Learning Resources** are those additional learning resources identified by teachers, school boards or Alberta Education to support courses outlined in the provincial Programs of Study by reinforcing or enriching the learning experience.

2. Prescribed Learning Resources

Three to ten print and/or non-print resources have been prescribed for social studies instruction at each grade level.

The prescribed resources are those resources that Alberta Education has assessed as the best presently available for achieving the objectives of grade level social studies programs. These resources are listed in the documents below and are available for purchase at a 40% discount at the Alberta School Book Branch:

— *Alberta School Book Branch Catalogue*
— *Social Studies Learning Resources for Elementary Schools*
— *Social Studies Learning Resources for Secondary Schools*

Resources, once prescribed, retain this status for a minimum of three years.

Resources that are prescribed for use with the Alberta Social Studies Curriculum are as follows:

Grade & Topic	Title and Author	Publisher
1A	Connections in Social Studies Series — Hobal, McKay. *Can You Tell It's Me?*	Globe/Modern Curriculum Press
1B	Connections in Social Studies Series — Hobal, McKay. *Can You Tell We Are A Family?*	Globe/Modern Curriculum Press
1A/B/C	The Discovery Books Series — Cole, Potter, Moffat. *You Are Special; Growing Always Seems To Be Up; Helping Makes Me Happy; The Mad Book; The Sad Book; Do You Ever Get Scared? What Mothers Do; What Fathers Do; Sun Neen, The Best Time of the Year; Hanukkah, The Festival of the Lights*	Edu-Media
2A	*Basic Concepts in Social Studies III, Alberta Edition* — author not identified	Learning Corp. of America
2A/B	*The World of Me: Activity Print I, Activity Print II* — Riddolls, Nasuno	McGraw-Hill Ryerson
2A/B	The Discovery Books — Cole, Potter, Holt, Welch. *On the Safe Side; My Police Friends; My Health Friends; A Work Day in the City; A Farmer is a Friend; An Everyday, Every Way Citizen*	Edu-Media
2A/B	Connections in Social Studies Series — Hobal, McKay. *Can You Tell Where I Live?*	Globe/Modern Curriculum Press

2A/B	*Can You Tell Where I Live?* Connections in Social Studies — Hobal, Jackie/ McKay, Roberta.	Globe/Modern Curriculum Press, Toronto, 1982.
2C	Vanishing Communities Series — Ferry. *Camel Herders of the North African Desert*	G.L.C. Publishers Ltd.
2C	*Worldview* — Unit II — Morris, Kenworth	Scholastic Book Services
3A	*Cities Are For People* — Knight, Richards	Oxford University Press
4A/B	*Alberta, A People and a Province* — Barnett, Mogen	Fitzhenry and Whiteside
4B	Growth of a Nation Series — Birch, Neering, Birch. *In the Pioneer Home; Settlement of the West; Building a New Life*	Fitzhenry and Whiteside
5A	Growth of a Nation Series — Neering, Birch, Birch. *Life of the Loyalists; The Fur Trade; Life in Acadia; Life in New France; Northwest Mounted Police; Growth of a Nation Study Prints*	Fitzhenry and Whiteside
5A	*Settling the West* — Arnold, Essien	Canadian Social Sciences Services Ltd.
5A	*Canada: Growth of a Nation* — Garrod, McFadden, Neering	Fitzhenry and Whiteside
5B	*Canada* — Breeden et al	National Geographic Society
5B	*Canada: This Land of Ours, Elementary Edition* — Wiley, Fryer, Girt et al	Ginn and Company
5C	*Canada's Nearest Neighbor: The United States.* Brown, Gertrude Stephens et al.	Ginn and Company, Scarborough, Ontario, 1982.
5C	*Neighbours: The United States and Canada.* Burley, Tony/Skolrood, Harold.	Globe/Modern Curriculum Press, Markham, Ontario, 1982.
6A	Peoples of the Past Series — Crosher. *The Aztecs*	G.L.C. Educational Materials and Services Limited
6A	*Exploring Civilization, A Discovery Approach: How People in Earlier Times Met Their Needs* — Linder et al	Globe/Modern Curriculum Press
6B	People in Change Series — Myers, Allen, Strong. *South Asia*	Addison-Wesley Canada Limited
6C	*Working Together: A Study of Local, Provincial and Federal Government* — Marchand	Alberta Education
6C	*Here's How it Happens, How Governments Work in Canada* — Carlton	Gage Educational Publishing

WHAT IS PRESCRIBED IN ALBERTA SOCIAL STUDIES: A SUMMARY

1. Three (3) topics for each of Grades One through Ten and two (2) topics for each of Grades Eleven and Twelve are **prescribed** for study.
2. One social issue per curriculum topic is **prescribed** for inquiry. Teachers are encouraged to **modify** specific issues so long as the general intent and meaning are preserved.
3. Value objectives, knowledge objectives and skill objectives are **prescribed** for each topic.
4. The model of social inquiry should be viewed as a flexible process that can be expanded or modified by teachers to reflect the needs of individual students and classrooms. Availability of resources and disciplinary emphasis of the topic will also affect the specific approach to inquiry in which teachers and students engage in social studies.
5. Social action is not **prescribed** but is **encouraged** where possible and when desirable/feasible.
6. The mandatory **core** comprises 75 percent of the program and is represented by the 34 topics and the statements of objectives. The optional **elective** portion comprises up to 25 percent of the program
7. **Prescribed** learning resources are those listed in these documents for 1981-82: *Alberta School Book Branch Catalogue, Social Studies Learning Resources for Elementary Schools and Social Studies Learning Resources for Secondary Schools.*

NOTE: Prescribed resources have been identified as being the most suitable for facilitating the attainment of a **majority** of prescribed objectives for a specific topic. They are identified as being the best resources presently available for the 1981 Alberta Social Studies Curriculum. **Recommended** learning resources are also listed in the documents named above. These curriculum materials are complementary to prescribed resources. As such, these resources may be used to facilitate the attainment of **some** of the prescribed objectives.

The choice of which particular resources are to be obtained, and how they will be used, is basically a local decision. Teachers may supplement all resources with additional materials identified at the local level. Section 12(2)b of the School Act states that such materials must be approved by the school board.

3. Recommended Learning Resources:

Recommended resources include print and/or non-print materials which contribute to one or more social studies objectives, as well as curriculum materials which are complementary to prescribed resources (e.g., teachers' guides). These resources are listed in the documents named above and are available from the School Book Branch.

HEALTH

A. PROGRAM RATIONALE AND PHILOSOPHY

Overall Objective

To develop sound health habits and attitudes of the individual through a background of information based on the scientific facts about the body, its function and its care.

B. GOALS AND OBJECTIVES

General Aims and Objectives

1. Body Structure and Function
   To develop an understanding of body structure and function as a basis for healthful living.

2. Food and Nutrition
   To develop the acquisition of good food habits, understandings, attitudes and appreciation as they affect the child's health.

3. Prevention and Control of Sickness and Disease
   To develop in the child attitudes, appreciations, understandings and worthwhile practices which contribute to the protection and promotion of his own health and the health of the community.

4. and 5. First Aid and Safety
   To help children recognize situations involving hazards and to develop habits of carefulness and obedience to safety rules at home, on the streets, in school or at play, and to help prepare children to face situations involving sudden illness or accidents.

6. Cleanliness and Personal Appearance
   To develop those attitudes and appreciations which encourage continued improvement in acceptable appearance, cleanliness and correct posture.

7. Personal Development and Mental Health
   To help the child acquire a sense of belonging and adequacy so that he can adjust to the demands of daily life and establish satisfactory relationships with others.

C. CONTENT

HEALTH SCOPE CHART

	Grade I
Body Structure and Function	Care of skin Keeping face, neck and hands clean Careful attention to teeth and mouth
Food and Nutrition	Importance of milk and fruit juices Development of pleasing eating habits Cleanliness in handling foods
Prevention and Control of Illness and Diseases	
First Aid and Safety	Awareness of common accidents in home Slippery surfaces Basement: Scene of many accidents Safety in classrooms and halls Safety on playground, playroom and gym Safe bike practices Appropriate behavior on bus Toys on sidewalk Safety patrol Street and pedestrian safety
Cleanliness and Personal Appearance	Use of clean and appropriate clothing Ways of caring for one's own clothing Choice of chairs and tables that "fit" Correct posture for sitting Frequent change of position
Personal Development and Mental Health	

Grade II	Grade III
Temporary teeth replaced by permanent teeth Development of healthy teeth depends upon food, cleaning and regular dental care Good teeth are of great importance too	Skin care and protection Cleanliness of face, neck, hands Care of hair Care of comb and brush Care of nails Good eating habits Water is essential to the healthy body Nutritive values of dairy products Margarine as a substitute for butter Variety of fruits and vegetables Willingness to try new foods Necessary foods for body building Adequate breakfast, lunch and dinner Acceptable eating habits Elimination Washing hands before eating

Prevention and control of colds and other infectious diseases
Awareness of classroom environment
Regular health examinations
Importance of staying home when ill
Avoidance of handling unfamiliar substances
Individual's obligations for cleanliness
Group's responsibility for healthful school environment
Community protection of foods
Relaxation after stimulating activities
Quiet, happy period before bedtime
Need for adequate sleep
Development of independence for bedtime and early morning routine
Importance of supervised and safe swimming areas on the beach
Avoiding potential sources of danger
Safety in the classroom and halls
Safety on the playground and in the gym

Care of hands and face
Care of hair
Pride in being neat and clean

Persons who help us with traffic safety

Grade IV

Body Structure and Function

Eye—function, structure, care, tests
Ear—function, structure, protection, defect
Difficulties encountered by deaf and dumb
Nose—function of; prevention of germs from entering body; health practices in care of
Circulation—function, structure, rest periods

Food and Nutrition

Prevention and Control of Illness and Diseases

Relationship—bacteria—communicable diseases
Early symptoms of illness
Consideration of others when ill
Signs of fatigue
Selection of T.V. programs
Alteration of quiet and active work or play
Regular hours for sleeping
Mental and emotional activities that release tensions

First Aid and Safety

Simple first aid for common accidents
"Transportation" of victim
Home—common accidents, places and types
School—safety at schools, playground, games

Cleanliness and Personal Appearance

Routines
Frequency of bathing
Own responsibility in personal care

Personal Development and Mental Health

Art of relaxation
Difference between humor and teasing
Relationship between rest and behavior
Friends
Solutions to problems

Grade V	Grade VI
Respiratory—function, structure, infections, defects, protection	Eye—function, structure, care of, infection, eyeglasses
Skeleton and muscles—function, structure	Ear—function, structure, care of
Importance of exercise	Nose and throat—structure, function, common diseases, care of cold
Structure of tooth	Circulation—function, structure, care
Types of teeth	Digestive—structure, function, eating habits
Care of teeth: decay reduction	Relationship between fillings in teeth, consumption of food
Function of dentifrices	Nervous—function, structure, habits, care of
Attitudes re bands, care of gums	
	Adequate diet
	Canada's food rules
	Quiet activities before and after meals
	Contribution to happy family mealtimes
	Effects of emotion
	Relationship—diet, body weight
Importance of rest	School health problems
Foods, cleanliness, immunization	Selection of eating places
Causes and spread of diseases	Voluntary health agencies
Caution in use of medicines and drugs	Canada's health problems
	Health heroes
Traffic—urban and rural	
Common causes and treatment in first aid	
Emergency situations (recognizing, dealing)	
Fire drills	
Prevention in home	
Water—rules for swimming, boating, ice	
Posture—body's framework	Individual signs of fatigue
Relationship—fatigue, posture	Standards for sleep
Appearance	Importance of relaxation
	Opportunities and ways to relax
Standards for acceptable behavior	
Facing difficulties squarely	Peer—group relationships
Facing reality	Cooperative planning
Responsibility—leadership, followership	Solving individual problems
Respect for self and others	Establishment of acceptable emotional patterns
Worthy example to younger children	Forming worthwhile goals
	Study habits

D. LEARNING RESOURCES

1. Definitions

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2. Prescribed Resources

Under review.

PHYSICAL EDUCATION

A. PROGRAM RATIONALE AND PHILOSOPHY

Physical education is concerned with the development of the whole child through the medium of carefully selected physical activities.

As an integral part of the total educational program, physical education contributes to the physical, mental, social and emotional development of the child.

B. GOALS AND OBJECTIVES

The program in physical education provides the child with an opportunity to develop:

1. motor skills
2. physical fitness
3. emotional control
4. socially acceptable behaviour and
5. desirable knowledge and attitudes to leisure time activities.

In order to achieve the objectives the teacher creates a learning situation which will ensure the optimum development of each child. Since no two children will progress at the same rate nor possess the same skills, the program must account for individual differences by providing latitude in activity experiences. This latitude is achieved through the use of the problem solving approach, which provides each child with the opportunity to proceed at his own rate in exploring and developing skills in movement, thus providing a situation in which each child realizes a sense of achievement, satisfaction and enjoyment.

C. CONTENT

Elementary school physical education should provide the child with broad movement experiences related to the three fields of physical activity — games, gymnastics and dance. The teacher should allow for experimentation, discovery, selection and consolidation. Problems are related to the management and control of the body. These problems, based upon analysis, are designed to make the child aware of what, where and how he moves. Each child is free to work out the problems individually within the limits of his capabilities. The teacher, cognizant of the individual's ability, observes carefully and encourages maximum performance from each child.

The physical education program offers three types of lessons in the elementary school and all should be of equal importance in a well-balanced program.

1. Games

Games demand flexibility of thought and action. Emphasis is placed upon learning the fundamentals required for participation in the major games. The development of the following forms the basis of the games program in Divisions One and Two:

a. Footwork and body work to develop body balance and general agility.

b. Awareness of the use of space.

c. Skill in handling balls, bats, sticks, pucks and birds.

d. Team work, which includes the basic elements of attack and defence.

As skill is acquired, these activities, with varied equipment, can be used in competitive games. The major emphasis at this level should be on lead-up games to the major team sports. The following sequence for the development of competitive games is suggested.

a. 1 vs 1 (learning to outwit opponent)

b. 1 with 1 (learning to co-operate)

c. 2 vs 1 (some co-operation in attack and introduction of a defence)

d. 2 vs 2 (adjustment from attack to defence)

e. 3 vs 3 (some element of choice in selecting which player to use)

In Division 11, the children should be able to cooperate in larger groups. It would seem desirable to restrict the number of players on a team to six and have several games in progress at the same time.

Skills and lead-up games for the following team and individual activities should be included: volleyball, basketball, softball, soccer, football, badminton, tennis, track and field, and hockey.

Where staff and facilities are available, instruction in skating and swimming should be included in the program.

2. Gymnastics

Gymnastics should provide skill in body management and control. The teacher attempts to build a repertoire of movement which can be applied in a number of situations and to a variety of small and large apparatus. Small apparatus such as hoops, ropes, canes, and skittles can be used. Large apparatus may include mats, benches, chairs, box horses, tables and climbing equipment. Movement themes relating to time, space, weight and flow will form the basis for problems presented at all grade levels. The problems set, and the responses of the children, will be dependent on the age and level of ability of the children.

The children are encouraged to develop sequences of movement which are transferred and adapted to the apparatus.

3. Dance

Dance should provide experience in expressive movement rather than the objective movement of the games and gymnastics lessons. In the dance program both ideas and feelings are expressed through movement. Movement is enjoyed for its own sake, for its quality, shape and pattern. The teacher provides the kind of material that stimulates the imagination, helping children to give clear shape and form to their ideas and opening for them as they become ready, fresh possibilities in the field of movement.

In Division Two, simple folk and square dance can be included as part of the dance program.

Children may dance without accompaniment, dance to music, or music may arise from, and be fitted to, their dance.

Time Allotment

In order to achieve objectives:

1. A regular sequence of well-planned lessons is essential.
2. A minimum of 90 minutes of class time per week should be devoted to physical education instruction.
3. In Division I, time should be alloted daily.
4. In Division II, three 30-minute periods per week should be scheduled.

D. LEARNING RESOURCES

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2. Dress

To allow freedom of movement, safety, modesty and cleanliness, shorts, T-shirts and running shoes or bare feet are desirable. If classes are unable, for various reasons, to meet the recommended dress requirements, the teacher should in any case ensure the removal of extra clothes and the use of running shoes or bare feet.

Where time and facilities permit, elementary teachers are strongly encouraged to change to suitable clothing. Gym shoes are a necessity.

FRENCH AS A SECOND LANGUAGE

A. PROGRAM RATIONALE AND PHILOSOPHY

French has been taught in Alberta since the province came into being. Experience and evaluation of existing programs indicate the need for more suitable guidelines for teachers and administrators.

At the elementary school level, two programs are available for French as a second language:

1. A program recommended by the Curriculum Policies Board in 1979 and approved by the Minister;
2. A program approved by the Minister in 1970.

The essential differences between the two programs lie in the greater specificity of objectives and content of the alternate program, along with clear minimum expectations for each language skill and for cultural understanding, increased instructional time and improved provision for program articulation or continuity between elementary and secondary school.

English and French, the two official languages of Canada, have influenced and continue to influence the Western world. All students should be given the opportunity and encouraged to acquire French as an additional language. To learn French is to gain an awareness and an understanding of culture by noting the similarities and differences between French and English-speaking peoples. It is expected this knowledge will lead to greater openmindedness, flexibility and readiness to understand and accept others.

Languages as communication tools enable individuals, who live in a multicultural society such as ours, to communicate more effectively in a variety of situations related to work and leisure. The application of language skills extends the range of an individual's human relationships resulting in a strong sense of personal achievement and satisfaction.

In language learning, the learner develops the ability to listen for meaningful sounds, to understand different elements of a sentence, and to analyze a message for meaning. Analyzing messages, reconstructing utterances, and applying acquired knowledge to new situations enhance the development of problem-solving skills. By using the spoken language, one gains a clearer perception of how a language functions, of what must be said in order to communicate.

Through reading and writing in French, one becomes more aware of the shared conceptual bases of both French and English. As a result of their commonalities and parallel development, the two languages complement each other. They share a large portion of their vocabularies and use a similar organization of linguistic elements to express experience.

With widespread mobility and growing global interdependence, knowledge of more than one language is becoming increasingly valuable. In many occupations knowledge of more than one language is important. Although knowledge of French may not be the primary qualification demanded by an employer, it may well be the deciding factor in obtaining employment in a world where the job market is becoming more competitive.

It is the purpose of this document to outline a curriculum which will help Alberta's students to develop the minimum basic skills necessary to communicate with others who use French, the better to prepare them to take their place in our national and international communities.

IN APRIL 1981, CURRICULUM POLICIES BOARD APPROVAL WAS GIVEN TO THE PHASING OUT OF THE 1970 PROGRAM ON A YEAR BY YEAR BASIS STARTING IN SEPTEMBER 1982. IN SEPTEMBER 1984, THE 1970 PROGRAM WILL NOT EXIST AT THE ELEMENTARY SCHOOL LEVEL.

B. GOALS AND OBJECTIVES

1. To acquire basic communication skills in French by:
   - 1.1 developing the receptive skills of listening and reading including, in the case of the former, an understanding of intonation, gestures and visual clues which help to convey the message;
   - 1.2 developing the productive skills of speaking and writing including, in the case of the former, the appropriate intonation, gestures and visual clues which help to convey the message.
2. To develop cultural sensitivity and enhance personal development by:
   - 2.1 developing a greater awareness and appreciation of various cultural values and lifestyles;
   - 2.2 developing a positive attitude toward people who speak another language through a meaningful exposure to the French language and culture;
   - 2.3 becoming more aware of one's own cultural heritage through learning French;
   - 2.4 becoming aware of and appreciating, through instruction and direct experiences, the valuable contributions of French-speaking peoples to civilization;
   - 2.5 broadening one's perspectives to include the national and international scene through active participation in a language spoken by many Canadians.
3. To develop originality and creativity in language by:
   - 3.1 enabling students to apply their skills to new and meaningful situations;
   - 3.2 enabling them to express their own ideas and feelings;
   - 3.3 enabling them to discover a new dimension of their personality.
4. To acquire additional concepts and generalizations about language and language learning by:
   - 4.1 recognizing the basic structural similarities and differences between French and English;
   - 4.2 acquiring knowledge of the structure and function of languages;
   - 4.3 developing an awareness of regional, social and functional variations of spoken and written language;
   - 4.4 developing a conscious knowledge of the skills and strategies used in learning a second language.
5. To develop a desire to extend or improve one's proficiency in languages through further language study, whether for interest, post-secondary requirements or vocational needs.

C. CONTENT

1. Linguistic Component

The objectives and content are selected on the basis of the following categories of languages uses:

1. Social Conventions
2. Identification of Persons, Animals or Objects
3. Expressing Actions
4. Expressing Possession
5. Expressing Time
6. Expressing Location
7. Expressing Emotion
8. Expressing Manner and Means
9. Expressing Desire and Permission
10. Expressing Cause and Effect

Specific skills, objectives and content for each grade level are outlined on pages 9 to 47 of the Curriculum Guide[1] and are part of the core or mandatory content.

2. Cultural Component

The following cultural themes are part of the core content to be developed in Grades 4, 5 and 6:

1. Conventionalities
2. Role of the Family in Society
3. Role of Education in Society
4. Role of Government in Society
5. Influence of Geography, Climate, and Natural Resources on the Economic and Cultural Development of the Country.

In Grades 4 to 6, the study of the culture of French-speaking Canadians forms part of the core content.

To summarize, the core or mandatory components consist of:

1. The minimum expectations for skill development and cultural understanding.
2. The content specified in the categories of language use.
3. The skills and concepts identified in the performance statements.
4. The major cultural themes.

The elective components consist of:

1. The suggested vocabulary.
2. The suggested topics for each major cultural theme.

(1) Nine-Year French Program, Curriculum Guide, Alberta Education, 1980.

MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING

GRADES 4, 5 AND 6

The minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content.

LISTENING COMPREHENSION

At the end of Grade 6, the student will be able to:

1. Distinguish phonetic differences within the French sound system;
2. Distinguish French intonation and stress patterns;
3. Demonstrate understanding of familiar questions, statements and instructions which incorporate the basic elements of the program;
4. Demonstrate understanding of new combinations of structures and vocabulary of the program;
5. Understand a variety of speakers in structured situations.

SPEAKING

At the end of Grade 6, the student will be able to:

1. Produce accurately, French sounds, intonation, rhythm, stress, elision and liaison;
2. Respond orally to cues which require the use of basic linguistic elements of the program;
3. Produce a sentence by recombining known elements;
4. Describe a familiar situation with the linguistic elements of the program;
5. Relate a sequence of actions;
6. Ask for information using familiar vocabulary.

READING

Grade 4

The student will be able to:

1. Recognize familiar vocabulary and global expressions in printed form.

Grade 5

The student will be able to:

1. Read silently, with comprehension, familiar material learned orally;
2. Read aloud familiar vocabulary and global expressions with correct pronunciation, rhythm and intonation.

Grade 6

The student will be able to:

1. Read silently, with comprehension, recombinations and rearrangements of familiar material.

WRITING

Grade 4

The student will be able to:

1. Copy familiar nouns with the definite and indefinite articles;
2. Copy familiar vocabulary and global expressions.

Grade 5

The student will be able to:

1. Make simple substitutions from known vocabulary, within a familiar structure.

Grade 6

The student will be able to:

1. Recombine familiar vocabulary and structures in sequences of sentences;
2. Write variations of known skits, dialogues and familiar narrative passages.

CULTURAL UNDERSTANDING

At the end of Grade 6, the student will be able to:

1. Supply factual information that has been learned about familiar cultural concepts;
2. Recognize the significance of simple gestures, facial expressions, intonation and stress used by the speaker to convey his intents, feelings or emotions;
3. Recognize cultural connotations of familiar vocabulary and expressions; e.g. tu/vous — bonjour/salut;
4. Describe differences and similarities between French cultures and his own;
5. Use common conventionalities: e.g., greetings, gestures.

D. LEARNING RESOURCES

1. Definitions

1.1 In terms of provincial policy, learning resources are those print, nonprint and electronic courseware materials used by teachers or students to facilitate teaching and learning.

1.2 **Prescribed Learning Resources** are those learning resources approved by the Minister as being most appropriate for meeting the majority of goals and objectives for courses, or substantial components of courses, outlined in provincial Programs of Study.

1.3 **Recommended Learning Resources** are those learning resources approved by Alberta Education because they complement Prescribed Learning Resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial Programs of Study.

1.4 **Supplementary Learning Resources** are those additional learning resources identified by teachers, school boards or Alberta Education to support courses outlined in the provincial Programs of Study by reinforcing or enriching the learning experience.

2. Prescribed Resources

The following learning resources have been prescribed for the elementary French program (Grades 4, 5 and 6):

Deplantie, Raymond, *J'écoute, Je Parle*. Levels 1 and 2. Agincourt, Ontario: Gage Educational Publishing Ltd.

Bick, Catherine, Massey and Scuccato. *Répondez s'il vous plaît*. Levels 1, 2, 3. Toronto, Ontario: Copp Clark Publishing.

Grade 4

J'écoute, Je Parle	Level 1	Teacher's Manual * Pupil's Book Flash Cards Posters
Répondez s'il vous plait *Allons-y*	Level 1	Kit Student Texts

Grade 5

J'écoute, Je Parle	Level 2	Teacher's Manual * Pupil's Book Flash Cards Posters
Répondez s'il vous plaît	Level 2	Kit Students Texts

Grade 6

J'écoute, Je Parle	Level 2	Teacher's Manual *Pupil's Book Flash Cards Posters
Répondez s'il vous plaît *A grands pas*	Level 3	Kit Student Texts

All of the above publications are available from the School Book Branch:

10410 - 121 Street
Edmonton, Alberta
T5N 1L2

*Student Materials
Student materials and kits are subject to a 40% discount.

B. GOALS AND OBJECTIVES

The long range goals in the study of modern languages other than English are effective communication and cultural understanding. The specific goals are to:

a. Understand the language when spoken at normal speed on a subject within the range of a student's experience.
b. Speak well enough to communicate with a native speaker on a subject within the range of the student's experience.
c. Write, using authentic patterns of the language.
d. Read with direct understanding, without recourse to English translation, material on a general subject.
e. Understand linguistic concepts, such as the nature of language and how it functions through its structural system.
f. Understand, through the language, the contemporary values and behavior patterns of the people whose language is being studied.
g. Acquire an understanding of the significant relationships between the features of the area or country (geographic, economic, political, historical) and the language itself.
h. Develop an understanding of the literary and cultural heritage of the people whose language is studied.[1]

Note: The objectives stated in the preceding section are intended as overall goals in a sequence of modern (second or other) language study extending from the elementary school years through the secondary level. While the cultural understanding and acquisition of significant knowledge aims remain valid at the elementary level, the achievement of skills should emphasize the acquisition of audio-lingual structures. At the elementary level the reading and written skills may also be attempted but to a limited degree.

TERMINAL BEHAVIOR — SPECIFIC EXPECTATIONS FOR THE ELEMENTARY SCHOOL

1. Phonology

A student should be able to demonstrate control of the phonological elements listed below:

a. All vowel phonemes with particular attention to /y/ as in "bu", /ø/ as in "fue", and the four nasal forms.
b. All consonant phonemes, with special attention to interference problems such as /r/.
c. All semiconsonants, /w/ as in "oui", /y/ as in "huit", and /j/ as in "fille".
d. Sentence cadence (rhythm).
e. Patterns of intonation including: assertive, interrogative, imperative, exclamatory.
f. Obligatory liaisons such as vous avez (vuzave) and accepted elisions such as c'est le cheval (sel val).

2. Structural Concepts

A student should be able to demonstrate control of the structural concepts listed below:

a. Determinatives — Definite: le, la l', les
Indefinite: un, une, des
Partitive: du, de la, des
Possessive: mon, ma, mes, etc.
Demonstrative: ce cet, cette, ces.
b. Nouns — singular, plural, masculine, feminine, regular; irregular only if frequent, e.g., l'oeil, les yeux.
c. Adjectives — singular, plural, masculine, feminine, agreement, position.
d. Demonstrative: c'est, *ce* sont, ça
Interrogative: qui, que
Reflexive: Je *me* lève, etc.
Personal: a. subject and object
b. *vous* versus *tu*
c. *on* when used for *nous*
d. position of personal pronouns (with only one in sentence).
e. Verbs — common regular verbs and irregular verbs such as: aller, boire, vouloir, pouvoir, acheter, mettre, prendre, être, avoir, faire; infinitive present; immediate future; imperative; passé composé with avoir only for most common verbs; reflexive (most common) such as se lever, s'appeler, s'en aller; conditional of vouloir (first person singular only).
f. Numbers — ordinals (commonly used) and cardinals (at least to 100).
g. Interrogative adverbs — quand, où, comment, combien, pourquoi.
h. Basic word order in statements.
i. Interrogative forms especially est-ce que, qu'est-ce que.
j. Negation: ne. . .pas only.

3. Vocabulary

A student should be able to demonstrate control of the vocabulary items common to the majority of the themes listed below:

a. Family
b. Meals
c. School
d. Clothing
e. Home
f. Sports and Games
g. Shopping Situations
h. Holiday Activities
i. Animals
j. Weather and Seasons
k. Parts of the body
l. Health
m. Occupations
n. Special Occasions
o. Telephone Conversations
p. Restaurant
q. Transportation
r. City, Town, or Farm
s. Calendar and Time
t. Daily Routine

[1]Adapted from GUIDELINES FOR NDEA, TITLE III, issued by the U.S. Department of Health, Education and Welfare, Bureau of Educational Assistance Programs, January 1965.

A good program will include the structural concepts and vocabulary items necessary to discuss many of the centers of interest listed above. It should be noted that in some programs the vocabulary related to a specific topic is often developed over several units while in others it is grouped in a single center of interest.

4. Cultural and Societal Values

A student should demonstrate an appreciation of the major differences between his own way of life and that of a child in the target culture with respect to the following activities and aspects of living:

a. Holidays
b. Songs
c. Simple Poems
d. Games
e. Comparisons in Living

C. CONTENT

Suggested Minimum Course Content

The content to be attempted should reflect a concern for the terminal behavior suggested in the guide rather than placing undue emphasis on the content from any one of the recommended programs. The attainment of the suggested terminal behavior is predicated on the assumption that daily periods of sufficient length will be allocated to the learning of French as a second language.

1. Suggested course content in the elementary grades

Bonjour Line — Part I

Grade IV Units 1 to 8 including 5 bis plus the appropriate Exercices en Images as suggested in *Bonjour Line Teaching Guides* published by Chilton Books.

Grade V Units 8 to 15 including 10 bis plus the suggested Exercices en Images.

Grade VI Units 16 to 24 plus the suggested Exercices en Images.

Note: There are three remaining units (25, 25 bis and 26) which might be considered for enrichment or supplementary activities.

Le Français Partout

Grade IV *Le Français Partout — Cours Préliminaire*

Grade V *Le Français Partout I*

Grade VI *Le Français Partout II*

Parlons Français

Grade IV *Parlons Français — Level I*

Grade V *Parlons Français — Level II*

Grade VI *Parlons Français — Level III*

In a number of school systems, French as a second language has been introduced in Grades 1 through 3. A supplement to the Curriculum Guide (Elementary), *French as a Second Language*, is now available to provide guidance for introducing French during the early school years.

D. LEARNING RESOURCES

1. Prescribed Resources

There are no prescribed learning resources for the 1970 program.

2. Recommended Resources

The following programs are recommended for use in the elementary school program:

Bonjour Line — Part I

Marcel Didier (Canada) Limited
1442 McGill College Avenue
Montreal, Quebec H3A 1Z6

Le Français Partout — Cours Préliminaire
Le Français Partout — I
Le Français Partout — II

Holt, Rinehart and Winston
of Canada Ltd.
55 Horner Avenue
Toronto, Ontario M8Z 4X6

Parlons Français, Levels I, II, III

D.C. Heath, Canada
Suite 1408
100 Adelaide Street West
Toronto, Ontario M5H 1S9

Teachers are encouraged to examine the instructional materials available for all three recommendations in the light of the terminal behaviors suggested for Level 1 prior to making a decision with respect to the materials which will be selected in a particular system.

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